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ABSTRACT

This guide, which is one of three guides designed to provide state and local leaders, policymakers, practitioners, and other stakeholders with information about the work-based learning component of the School to Work Opportunities Act, deals with connecting activities performed by school-to-work coordinators. The introduction traces the history of school-to-work initiatives, lists components of successful programs, and explains the guide's purpose and use. Discussed in the remainder of the guide are the following duties of school-to-work coordinators: perform coordination activities, perform liaison activities, provide technical assistance, provide placement assistance, and perform program follow-up activities. Each chapter includes the following: overview of the activities included in the duty area, description of each of the specific tasks included in the duty area, and a list of pertinent resources. Throughout the guide, special attention is given to Michigan work-based learning programs, resource materials, and resource organizations. Included in the 13 appendixes are a list of duties and tasks of school-to-work coordinators, promotional brochures, and the following forms: job change, coordination visitation report, attendance and time verification, training agreement, training plan, evaluation and rating, school schedule change, program policy, job interview, program application, and monthly and annual report. Contains 40 references and a glossary. (MN)

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A Guide to
Work-based Learning Programs:
Part III - Connecting Activities

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Preface

Effective School-to-Work Systems assist students in making the transition from school to work. This transition may lead to a good first job on a career pathway, further training in a highly skilled occupation, or continued education in a college or university.

Michigan's School-to-Work system is achieved by building upon and enriching current promising practices and delivering them through programs that contain the following basic components:

- school-based learning; including career awareness, exploration, and counseling, challenging academic and skill standards, coherent and articulated instruction, and regularly scheduled evaluations of programs;
- work-based learning; including planned occupational learning and experiences relevant to a student's career and leading to the award of a skill certificate, paid work experience, workplace mentoring , and instruction in general workplace competencies; and,
- connecting activities to ensure coordination between the work-based and school-based learning components.

The Michigan School-to-Work system is designed and implemented by state and local personnel who work collaboratively to establish partnerships of employers, schools, labor organizations, parents, students, and community members to meet their community needs.

Common features of each community School-to-Work system are the integration of work-based and school-based learning, the integration of occupational and academic learning, the linkage of secondary and post secondary education and the preparation of students for employment in broad occupational clusters or industry sectors -- all resulting in students attaining one of more of the following:

1) a high school endorse diploma, or its equivalent;

2) a skill certificate;

3) a certificate or associate degree recognizing successful completion of one or two years of postsecondary education;

4) a first job on a career pathway, or

5) further training, including registered apprenticeship, or continuing education in a college or university.

Successful School-to-Work programs require the active involvement of educators, business, community, and labor leaders. Employers, in partnership with labor, define the skill requirements for jobs, participate equally in the governance of programs, offer quality learning experiences for students at each worksite, and provide jobs for graduates upon successful completion.

Chapter 1
Introduction to the Guide

Overview

The **connecting activities component** includes activities such as:

1) matching students to work-based learning opportunities of employers;
2) providing a school site mentor to act as a liaison between the employer, school, teacher, parent, student and, if appropriate, other community partners;
3) providing technical assistance and services to employers and in the training of teachers, workplace mentors, school site mentors and counselors;
4) providing assistance to schools and employers to integrate school- and work-based learning and integrate academic and occupational learning;
5) encouraging participation of employers;
6) assisting program participants in finding jobs, continuing their education or entering into training programs, and linking participants with other community services necessary to assure a successful transition from school to work;
7) collecting and analyzing information regarding post-program outcomes of participants;
8) linking youth development activities with employer strategies for upgrading the skills of their workers; and,
9) insuring compliance with all federal and state employment laws, rules, and regulations.

Background

A higher percentage of students in the United States enter college than in other countries, and college is perceived as an option for almost all students. In most respects, this concentration on the ideal of a college education for all has been a positive force in the nation's success.

In recent decades, however, as American demographics and industry have been rapidly changing, it is increasingly clear that the concentration on going to college has also created barriers in the path of those who choose to enter the workforce after high school.

About half of U.S. youth do not go to college, and receivelittle assistance in making the transition for school to work. Generally, U.S. schools direct most of their resources toward preparing students for college. Yet, only about 20 percent of U.S. youth complete a 4-year degree.

Many flounder in the labor market upon leaving school, are jobless, or obtaining jobs with few opportunities for advancement. Beyond the problems these individual youth face, an inadequately skilled young work force undercuts the ability of the United States to compete in the international economy. Many labor experts say that the United States does less than any other leading industrial country to help youths make the transition from school to the work place. This, they say, especially hurts those who do not go to college because they obtain little guidance in finding jobs and little training for specific occupations.

The majority of high school students start their transition to work well before they graduate. More than 50 percent of all 11th graders and nearly two-thirds of all 12th graders have jobs while they are in school. Most of the jobs that students hold are obtained by the students themselves and are totally unrelated to school. From School To Work, published by the Educational Testing Service Policy Information Center, concludes "The school and work lives of students are entirely separate, and although the school and employer interact with the same student, little advantage is taken of this connection."

Far too little is being done to prepare young people to succeed in increasingly high-skill, high performance jobs. The need to build effective links among high school, post secondary education, training, and the workplace has never been more urgent.

What is needed is to help all young people make a successful transition from school to a job with a real economic future and to additional education and training opportunities.

Recognizing the need for providing successful transition opportunities from school to work, the U.S. Congress passed and President Clinton signed into law the School-to-Work Opportunities Act of 1994.

The Purpose of the Guide

The purpose of the School-to Work Opportunities program is to:

1) integrate work-based learning and school-based learning. integrate academic and occupational learning and build effective linkages between secondary and postsecondary education:
2) provide all students with opportunities to complete a career major;
3) incorporate the program components of school-based learning. work-based learning, and connecting activities;
4) provide students with strong experience in and understanding of all aspects of the industry they are preparing to enter; and,
5) provide all students with equal access to the full range of program components (including both school-based and work-based learning components) and related activities, such as recruitment, enrollment, and placement activities.

This guide is one in a series and provides information on connecting activities required by the School-to-Work Opportunities Act of 1994 which includes:

1) matching students to work-based learning opportunities with employers;
2) providing a school site mentor to act as a liaison between the employer, school, teacher, parent, student and , if appropriate, other community partners;
3) providing technical assistance and services to employers and in the training of teachers, workplace mentors, school site mentors and counselors;
4) providing assistance to schools and employers to integrate school- and work-based learning and integrate academic and occupational learning;
5) encouraging participation of employers;
6) assisting program participants in finding jobs, continuing their education or entering into training programs, and linking participants with other community services necessary to assure a successful transition from school to work;
7) collecting and analyzing information regarding post-program outcomes of participants;

8) linking youth development activities with employer strategies for upgrading the skills of their workers; and,

9) insuring compliance with all federal and state employment laws, rules, and regulations.

Work-based learning occurs through school based enterprises and work site based learning activities conducted by area centers, high schools, and community colleges in Michigan.

Essential Principles

Five core principles are essential for all effective school-to-work transition programs:

- Work-site based learning methods must build upon school learning and be connected to the schools program and curriculum;
- School based programs and curriculum must build upon related work experiences;
- Experienced based teaching in classrooms must develop cognitive as well as practical skills;
- School-to-work linkages must reward school learning and effort with good jobs; and,
- Clear standards for credentials and certification must be identified.

Although effective school-to-work programs involve the above principles this guide is primarily focused on specific connecting activities needed for successful program implementation and operation.

Intended Users

This guide has three audiences. The primary audience is state and local leaders (e.g., education, community, business and labor) who are involved in the entire process of planning and implementing school-to-work transition programs. A secondary audience includes policy makers, teacher educators, researchers, and others who might be interested or indirectly involved with school-to-work transition. A third audience includes representatives of the many stakeholder groups involved in the planning and implementation process , including students, parents, and employers. It is the intent of this guide to bring a new level of understanding about school-to- work transition, and in particular the connecting activities component, to each of these audiences.

For all three audiences, it is recognized that additional detail is needed to make this guide useful for day-to day planning. However, it is believed that this activity must be accomplished at the local level in order to address the specific training and employment needs of local area partners.

Organization of the Guide

This table shows how the guide is organized and describes and describes briefly the contents of each chapter.

Chapter	Title	Overview
Chapter 1	Introduction to the Guide	Details the connecting activities component of the STW Opportunities Act of 1994
Chapter 2	Coordination Activities	Details the tasks performed by school site mentors who match students with work-based learning opportunities of employers
Chapter 3	Liaison Duties	Details the tasks performed by school site mentor who serves as a liaison between employers, the schools, teachers, parents, students and, if appropriate, other community partners
Chapter 4	Providing Technical Assistance	Details the tasks performed by a school site mentor in providing technical assistance to school and employer personnel
Chapter 5	Providing Placement Assistance	Details the tasks performed by a school site mentor in encouraging employer and student participation in the STW program
Chapter 6	Follow-up Duties	Details the tasks performed by school site mentors in collecting and analyzing outcomes of participants and their impact on employer personnel strategies

How to Use the Guide

This guide has been prepared using Information Mapping ® style of writing. This approach is designed to present information in a concise, easy to read fashion. It supports a reader's ability to scan a document and quickly find information that is needed, especially with the assistance of the *Detailed Table of Contents* at the front. The use of the modular units and blocks of text enable the reader to choose information that is needed without having to sort through pages of text. Research conducted on Information Mapping ® has shown that it cuts down on reading time by as much as forty percent. And, because it is easy to find information and move through the document in ways that make sense to individual readers, it is also easier to learn and relearn information.

The reader is encouraged to examine the *Detailed Table of Contents* carefully to gain an understanding of the information presented in the entire guide. Then, the reader may wish to read about a particular topic of interest or scan the entire document to get an overall sense of the information presented.

The goal has been to prepare a document that presents a vast amount of information about the planning and implementation regarding the **connecting activities component** of the School-to-Work Opportunities Act of 1994.

This document identifies the connecting activities (competencies) required in the new federal legislation for school-to-work coordinators. The competencies (duties and tasks) used in this document were originally identified in a research study of Michigan cooperative education coordinators in 1984 which led to the development of the Vocational Cooperative Education Handbook.

The original study was replicated in 1993 and the competencies were re-validated. The actual organization of the competencies, duties, and tasks has been slightly modified and adapted to encompass the required connecting activities under the School-to-Work Opportunities Act.

Chapter 2
Coordination Activities

Overview

Work-based learning programs help students to gain experience with labor market standards. Linkage between the classroom and the worksite insures a quality experience. Coordination between the school-to-work coordinator and the worksite mentor insures that student-learners can perform at labor market standards. School-to-work coordinators must match students with work based learning opportunities by working closely with participating workplace mentors.

Duty Area: Performing Coordination Activities

Tasks:

1) Visit worksites to discuss student-learner progress.
2) Observe safety conditions present in worksites.
3) Follow termination procedures for student-learners who leave worksites.
4) Keep a log of coordination visits.
5) Arrange learning activities for work-based learning students who are currently unemployed.
6) Keep a bi-weekly record of student-learner work hours.
7) Complete a written training agreement for each student-learner.
8) Complete a written training plan for each student-learner.
9) Use a rating form for evaluation purposes.
10) Arrange work hours for student-learners.
11) Maintain student-learner records.

12) Encourage student-learner attendance at school and at the worksite.

13) Correlate content of in-school instruction with worksite learning experiences.

Coordination Tasks of a School-to Work Coordinator

Visit the Worksite

The visit to the worksite to observe and discuss student-learner progress is one of the most important tasks performed by a school-to-work coordinator. Because the coordinator must ensure the health, safety and welfare of the student at the worksite scheduled time for this function is a necessity.

The coordinator must devote adequate time to coordination activities, which combine a student's on-the-job training with related instruction in school. The Michigan Department of Education suggests an optimum of 15 students per coordination clock hour (reassigned period) to provide for the best learning experience possible. However, the Department also recognizes the need for flexibility in the placement of students, since students enter and leave the program at various times during the school year due to factors such as early graduations, program transfers, etc.

The following range for pupil per teacher coordination clock hour (reassigned period) has been established to allow for flexibility in planning for enrollments in a work-site based program and to provide adequate supervision of student-learners by the school-to-work coordinator.

Students enrolled in a work-site based program:

1 - 22 Students:	300 min/week for an average of 13 minutes/student/week
23-42 Students:	600 minutes/week for an average of 14 minutes/student/week
43-59 Students:	900 minutes/week for an average of 15 minutes/student/week
60-75 Students:	1200 minutes or more/week for an average of 16 minutes/student/week

The rationale behind increasing the amount of school-to-work coordinator reassigned time as more students are enrolled is in recognition that coordination responsibilities tend to increase as more students are enrolled in the program.

A visit to a worksite may be made for any or all of the following reasons:

1) an observation of the student-learner performing tasks, which often leads to a discussion between the cooperative education coordinator and the student-learner;

2) a discussion with the workplace mentor to identify the student-learner's skills, knowledge, attitudes and understanding of the job duties;

3) an evaluation of the safety conditions present at the worksite; or,

4) an evaluation of the student-learner's progress on-the-job.

It is suggested that a record of coordination visits be prepared and kept for record-keeping purposes.

Observe Safety Conditions

It is the school-to-work coordinator's responsibility to protect the health and welfare of the student-learner. By trying to ensure a safe environment where student-learners can practice proper methods at the worksite, the coordinator can help reduce work related injuries. Federal and State of Michigan laws, rules, regulations and information pamphlets concerning safety are available to help the coordinator determine a safe environment and to teach correct safety procedures.

Additionally, the State of Michigan has passed P.A. 269 of 1955 in which the local district must comply by informing the intermediate school district superintendent as to the local school district's compliance with informing instructors about the use of eye protection devices and making such devices available in their school district.

The coordinator must also be knowledgeable about Michigan laws and the Federal Fair Labor Standards Act which has provisions for the employment of student-learners in hazardous occupations who are enrolled in cooperative education plans and school to apprenticeship training programs.

When completing a training agreement the school-to-work coordinator is responsible for listing the type(s) of hazardous work to be done and any qualifying conditions or restrictions. Certain exemptions from federal hazardous orders can be obtained only when the student is enrolled in a course of study of a substantially similar program conducted by a private school. The minor must be employed under a written training agreement.

The Federal law requires a written agreement which provides:

1) that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training;

2) that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

3) that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and,

4) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

The written agreement must be signed by the employer and the school coordinator or other designated school official. Copies of each agreement shall be kept on file by the school and the employer. The exemption for the employment of the student-learner may be revoked in any individual situation when it is found that reasonable precautions have not been observed for the safety of the minor. A high school graduate may be employed in an occupation in which training has been completed, as a student-learner, even though the youth is not yet 18 years of age.

Follow Termination Procedures

Sometimes school-to work-coordinators are confronted with worksite arrangements which must be terminated. Student-learners leave worksites for a variety of reasons. Some of the more common are as follows:

1) the worksite mentor refuses to follow the training plan;

2) the work site mentor is forced to terminate student employment due to layoffs;

3) the student-learner and the worksite mentor have personality conflicts;

4) the student-learner has not satisfied worksite mentor expectations;

5) the student-learner is working in an unsafe worksite; and,

6) the student-learner cannot maintain adequate school grades or attendance due to the work schedule.

A termination statement is often found on training agreements for work-based learning programs. The termination statement indicates the requirements for ending student-learner employment or involvement at the worksite. Generally, the student-learner and the worksite mentor each agree to notify the coordinator in advance of any termination action being considered.

No student-learner should be able to terminate at a worksite without first receiving the consent of the school-to-work coordinator.

The school-to-work coordinator should make provisions for a "cooling off" period during which time the coordinator should attempt to resolve differences. The goal of such provisions should always be to ensure that the best interests of the student-learner are considered before final termination from the worksite.

Most schools have a policy which provide a limited time, at the beginning of the school term or semester, during which student-learners may terminate from a work based learning program and transfer to other school programs without loosing academic credit. Student-learners should not be allowed to terminate employment or the work based learning program and withdraw from a related academic and vocational courses until the policy is reviewed.

If termination proceedings are begun, the coordinator is responsible for notifying the student-learner's parents/guardians, completing and filing all necessary reports relative to the termination. Suggested procedures to be used by school-to-work coordinators regarding the termination of student-learners follows:

1. Arrange a meeting between:
    - A) the school-to-work coordinator;
    - B) the training sponsor; and,
    - C) the student-learner. At the meeting:
        - 1) Discuss the reason(s) for possible termination;
        - 2) Determine if the termination is final or if the student-learner will be reinstated; if the student-learner is terminated, the training agreement and training plan become void;
        - 3) Determine if the worksite mentor desires another student for a replacement.
2. Make the necessary arrangements to transfer the student-learner to a new worksite by:
    - A) Reassessing the student-learner's career interests;

B) Discussing student-learner strengths and weaknesses;
C) Completing a new training agreement.

3. Have the student-learner complete a termination report from the previous worksite:

A) The student-learner should be informed of salary due, if the student was participating in a paid work based learning program for amount of time worked prior to termination;
B) The student-learner should inform the worksite mentor where to mail the final check;
C) The student-learner should write a report about their experiences at the worksite.

Sample job and schedule change forms are found in appendix B.

Keep a Coordination/ Visitation Log

A coordination log is a written record that indicates the work sites visited, the purpose of each visit, and mileage incurred while visiting the work site. The coordinator's log should be completed after each field visit and kept in the possession of the school-to-work coordinator. A copy of the log should be made available periodically as may be required by local school administration and filed at the end of the year in a permanent location with student training agreements.

Experienced school-to-work coordinators keep logs of coordination visits that contain notations on student achievements and individual problems encountered. The log can be used to:

1) prepare reports;
2) assist the school-to-work coordinator in planning future visits; and,
3) serve as a permanent record.

Permanent records help to document that adequate supervision of students at worksites has occurred during the duration of the work-based learning program.

Sample coordination/visitation forms are found in appendix C.

Arrange Learning Activities for Work-based Learning Students who are Currently Unemployed

The school-to-work coordinator is responsible for arranging learning activities for work-based learning students who are currently unemployed from paid work-based learning programs.

Before a student can be placed in another work-based learning program, the coordinator must evaluate the skills required for the student's career pathway. If any of the basic academic, career and technical skills are lacking, the coordinator must develop an individualized instructional program for the student.

Special assignments and activities for unemployed work-based learners should be structured during regular related education class period(s) and during the released time when the student would normally be employed. This instruction should include:

General related instruction which includes competencies and foundation skills which the student needs to achieve a career goal. This instruction should involve instruction on basic workplace skills such as :

> **Basic skills**: reading, writing , performing arithmetical and mathematical skills, listening, and speaking
>
> **Thinking skills**: thinking creatively, making decisions, solving problems, visualizing, knowing how to learn and reasoning; and,
>
> **Personal qualities**: displaying responsibility, self-esteem, sociability, self-management, integrity and honesty.

Students also need training and knowledge in the competencies needed by workers in a specific industry area. This is specific related instruction and is related to an occupational area which is designed to prepare the student-learner for advancement in his/her selected occupation and includes the following areas:

> **Resources**: identifying, organizing, planning and allocating resources;
>
> **Interpersonal**: working with others;
>
> **Information**: acquiring and using information;
>
> **Systems**: understanding complex inter-relationships; and
>
> **Technology**: working with a variety of technologies

Keep a Bi-weekly Attendance and Time Verification Record

The school-to-work coordinator is responsible for maintaining attendance records for time spent on the job. The student maintains bi-weekly time sheets which are signed by the employer and forwarded to the coordinator at the end of the bi-weekly time period.

The attendance and time verification record has several basic purposes which are as follows:

- It provides a record of work hours that can be reviewed for compliance with stated hours on the training agreement.
- It provides a record that the student-learner has worked in an approved work-study program which involves supervision of work and related school instruction.
- It provides a public relations tool for promoting the work-based learning program within the district, region, and state because it provides facts regarding the contributions of student-learners to the economy.

The student-learner's attendance and verification records should be prepared bi-weekly and kept in the office of the school-to-work coordinator.

Sample attendance and time verification record forms are found in appendix D.

Complete a Training Agreement for Each Student

The school-to-work coordinator is responsible for explaining the training agreement to the worksite mentor, student-learner, and parents/guardians.

The Youth Employment Standards Act (P.A. 90 of 1978) governs the legal employment of minors in Michigan. In section 18 of the Act a provision is made to allow a written agreement or contract to be entered into between an employer and the board of education of the school district in which the minor is enrolled. This written agreement exempts a student from obtaining a work permit and allows the student to be legally employed in Michigan. The employment, however, shall not be in violation of a Federal statute or regulation and a signed copy of the agreement shall be on file in the place of employment before a minor begins employment.

The training agreement in work-based education programs is the legal written agreement developed cooperatively between the employer, the school-to-work coordinator, student, and parent/guardian. It outlines the responsibilities of the employer and student to the program and establishes the legal conditions of the student-learner's employment or participation at the worksite.

The school-to-work coordinator must develop a training agreement which defines what is expected of each of the parties involved, the worksite, school, student-learner and parents/guardians. A written and signed copy of the training agreement should be given to each party. The training agreement shall contain the following information:

1) student-learner's personal information: employee's name, home address, telephone number, and date of birth;
2) school's name, address, and telephone number;
3) employer's name, address, and telephone number;
4) beginning and ending dates of agreement;
5) employer, school, and student-learner responsibilities;
6) eligible hours to be worked (with beginning and ending times);
7) beginning rate of pay;
8) list of job activities that will contribute to the student-learner's progress; and,
9) signature of teacher/coordinator, student-learner, parent/guardian, and supervisor.

The student-learner may begin participation in the work-base education program as soon as the coordinator has completed the training agreement, it has been signed by all parties to the agreement, and a copy has been placed on file with the employer. Employment is not legal until a copy of the training agreement is on file at the worksite. The training agreement is essential because it serves the following functions:

1) a planning document and a vehicle for directing and evaluating learning experiences;

2) an information document, which helps mentors to appreciate their teaching role and to understand the purposes of the work-based education program;

3) a permanent record, which is useful for subsequent placement services and follow-up studies;

4) a career decision-making document, which builds student-learner satisfaction in fulfilling a career interest and completing a career pathway; and,

5) a legal document, which ensures compliance to labor laws, rules, and regulations.

Sample training agreement forms are found in appendix E.

Complete a Training Plan for Each Student

The school-to-work coordinator, worksite mentor, and student cooperate in preparing a training plan. The training plan is the educational tool used in conjunction with the training agreement. It details specific competencies to be learned by the student-learner at the training station and in the school-based program. The training plan also outlines suggested time frames for the learning of and exposure to job duties and tasks on the training plan.

Training plan development must focus on the student's interest and ultimate career objective. The coordinator and the worksite mentor discuss the skills, attitudes, and understandings required of the student and design the training plan accordingly. The training plan outlines the school-based education program for the student-learner, identifies the worksite's responsibilities. The training plan clearly demonstrates the relationship between the academic, career and technical program at the school and the career experience at the worksite.

A training plan is used in conjunction with the training agreement. The training plan must include:

- job title
- name of student
- name of training company
- signature of teacher/coordinator
- signature of training supervisor
- signature of student
- list of training activities
- documentation of related instruction

The training plan details specific job tasks to be learned by the student on the job. The training plan outlines the educational program for the student learner, identifies the employer's training responsibilities, and demonstrates the partnership between the school program and the employer.

The training plan must document the related instruction. Auditors will review the training plan to determine that such documentation exists.

The training plan is developed after the school-to-work coordinator has had an opportunity to dialogue with the student and discuss the work-based education program objectives with the worksite mentor.

Sample training plan forms are found in appendix F.

Use a Rating Form for Evaluation Purposes

Evaluation should occur on a regular basis. Frequent evaluations emphasize positive work behaviors and promote effective job performance. Through evaluation, behaviors and skills that require improvement can be corrected before they seriously affect student performance.

A rating form should be used at the end of each grading period or at the end of each work based experience. However, the coordinator also needs to verbally inquire about a student-learner's progress during each regularly scheduled coordination visit.

When a student's performance at a worksite is evaluated, the evaluation is frequently used to determine a grade for the work-based program. While evaluation for grading is necessary, it is important to realize that evaluation has other uses in work-based learning programs.

The evaluation can provide the student, the school-to-work coordinator, and the worksite mentor with the necessary information that will be helpful in planning future instruction. The evaluation form itself should identify the work habits, academic and career skills needed for success in the industry.

The worksite mentor, when evaluating a student's performance, should identify the areas where the student performs well and where the student-learner needs to improve. The worksite mentor can use the evaluation form to assist the student in improving specific job skills, attitudes and understandings required in the career area. The worksite mentor also can inform the school-to-work coordinator which skills need improvement so that instruction can be provided in the related school-based program.

Of course, the purpose of conducting evaluations of student-learner on-the-job training must be completely explained before anything else is done. The structure and content of the evaluation form, the procedures used, and the use of the evaluation information may vary according to local district policy. The coordinator should always state the purposes of an evaluation so that both the student and the mentor clearly understand and support the evaluation procedure.

Sample rating forms for evaluation purposes can be found in appendix G.

Arrange Work Hours for Student-learners

The worksite mentor, student-learner, and the school-to-work coordinator must cooperatively determine a student-learner's work schedule. A specified number of working hours each week should be established for each student in both paid and unpaid work-based learning programs.

According to State of Michigan General School Laws, required minimum work hours for a student-learner attending school is an average of 15 hours/week. At one time many school personnel believed that a student-learner should not be expected to work earlier than the start of the school day nor later than 6:00 P. M. In recent years, however, work and store hours for firms, stores, and offices have extended into evenings and weekends.

Accordingly, the on-the-job schedule for each student-learner should be arranged with consideration given to the following:

1) the student's career development needs which require participation in a variety of business/industry operations when competent adult supervisory personnel are present;

2) the worksite's staffing situation and the need for maintaining productivity during all hours of operation;

3) the student's need for rest and time for other responsibilities as a student, an individual, and family member;

4) the legal employment conditions; and,

5) the schedule for the school-to-work coordinator to observe the student on-the-job and to confer with the worksite mentor.

The school district through the coordinator has the responsibility for providing coordination and supervision of participating students.

Consultation with students, school administration, parents/guardians and worksite mentors is advisable to determine whether the school and work schedule is in the best interest of each student-learner and conducive to the student's welfare.

Special attention must be given to the work schedule to determine if it is in conformity with federal and state laws, rules and regulations. It is suggested that a record of hours worked be collected weekly and checked against the hours agreed upon in the training agreement.

The school and work schedule is established when the training agreement is developed and should not be changed unless consultation occurs between the worksite mentor, student-learner, coordinator, and parents/guardians.

Maintain Work-based Student Records

The school-to-work coordinator is responsible for maintaining work-based learner files. Keeping up-to-date student records enables the coordinator to monitor student progress and determine learner strengths and weaknesses. Records of periodic meetings with students, mentors, and parents/guardians, and worksite visits can provide data and insights needed to effectively operate a work-based education program.

Student-learners and parents/guardians are allowed to review all on-the-job files. The Federal Family Educational Rights and Privacy Act, Public Law 92-380, entitles parents/guardians and student-learners the right to review official school records.

Once devised, a filing system for the work-based learners requires continual care. A coordinator must first devise a filing system and then periodically update, reorganize, add and discard materials as part of maintaining a filing system. Some of the specific records that coordinator needs to maintain include: the training agreement, training plan, student enrollment forms and general student information. The training agreement needs to be maintained in a permanent location because it serves as a legal employment document. It may also be required for future reference regarding a student-learner work-based experiences pertaining to worker's disability, legal employment, or for other purposes.

Encourage School and Worksite Attendance

The school-to-work coordinator must encourage participating students to actively participate in the school program and at the worksite. Student absence from a work-based education program is of major concern. Not only does the student miss learning experiences in various school courses and at the worksite, but absence from the worksite may cause problems for the worksite mentor.

	All Worksite Base Education Programs Except Special Education	Special Education
1) Training Agreement	X	
2) Training Plan	X	
3) Work-study Plan [Rule 340.1733(m)]		X
4) Student's work is monitored by a certified teacher	X	
5) Student's work is monitored by a work-study coordinator or other SE personnel		X
6) Related classroom instruction is required	X	
7) Related subjects		X
8) Attendance records are maintained	X	X
9) High School credit toward graduation is required	X	X

School districts are responsible for determining the maximum number of hours which can be counted toward the 900 hours of annual instruction. Pupil accounting auditors will examine the training agreement and training plan for compliance with these guidelines and the applicable Administrative Rules.

Although the primary purpose of the student's participation in a school-to-work program is learning, the student is also an employee in paid work-based programs. Therefore, the student-learner is depended upon by the worksite mentor to be present and to carry out assigned responsibilities during scheduled work hours.

Frequent absence will naturally hinder student-learner progress and may also cause the cooperating employer to request a replacement or terminate the employment of the student.

Each individual school system has a policy for handling student absenteeism. Some schools require that the student bring a written excuse from a parent/guardian in order to continue to participate.

Other schools routinely make a telephone call to the parent/guardian whenever a student is not in school.

When a student cannot participate at a worksite, it is the student's responsibility to notify the worksite mentor at the earliest possible time. This procedure should be required of each student-learner, as it is required of regular employees. If notified in time, the worksite may be able to make arrangements for a substitute.

School policies need to be developed to cover absences from school and work. These policies need to be communicated to students, parents/guardians and cooperating employers.

It is common practice for schools to adopt the policy that if a student fails to attend school on a particular day, the student is not allowed to work on the same day without special permission from school officials. Normally, this policy is outlined on the training agreement or in program guidelines so that students and parents/guardians know school and worksite expectations.

Correlate School and Worksite Instruction

The school-to-work coordinator is responsible for planning and conducting related instruction designed to meet the career needs of student-learners.

As each student is placed at a worksite, the coordinator, student-learner, and worksite mentor develop a detailed training plan to structure a student's training experience. This plan for instruction should include a list of skills to be developed and tasks to be undertaken. Training plans should assist with what will be taught (content), when it will be taught (sequence), where it will be taught (learning location), and how it will be taught (methods, activities, resources) in the related class.

By reviewing the training plans of all student-learners, the coordinator can identify needs which students have in common (general related instruction), and needs unique to individual student-learners in a career or occupational area (specific related instruction).

Topics for general and specific related instruction can also be identified by working with a local program advisory committee. Members of the program advisory committee can suggest skills and attitudes which are needed by workers in a specific occupation or industry.

After the topics and the sources of materials have been identified, the coordinator needs to prepare a logical sequence for instruction. For example, assuming that the related class meets every Monday through Friday for a 55 minute period each day, the time could be organized to devote one day per week to general related instruction, three days per week to specific related instruction and one day a week to student career and leadership organization activities. Although the example deals with one class period/day of related instruction, it is important to remember that an individual school district can devote more than one class period per day, or a "block-time" period when scheduling a student-learner's related instruction. The related program, in all cases must be of sufficient duration to develop competencies necessary to prepare the student to learn all aspects of the industry. Related instruction must occur on a continuous weekly basis. Three additional suggestions for scheduling follow:

1) More time should be devoted to general instruction earlier in the year than specific related instruction;
2) Specific related instruction should be included as necessary continuously throughout the year; and,
3) Scheduling should remain flexible to meet students' changing needs. The amount of time spent on each topic can be assessed by reviewing periodically the training plan for each student.

Resources

Materials

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Chapter 3
Liaison Activities

Overview

School-to-work coordinators must serve as a liaison between the employer, school, teacher, parent, student and if appropriate, other community partners. By serving as a liaison the coordinator can help to insure that input to constantly improve, modify, adapt the school-based and work-based learning components of the school-to-work program can occur in a local partnership area.

Duty Area: Performing Liaison Activities

Tasks:

1) Obtain input from worksite mentors for use in related instruction.
2) Arrange school schedules with students, faculty, and employers.
3) Consult with counselors, administrators, and other teachers about students enrolling in work-based programs.
4) Orient students to program policies and procedures.
5) Orient parents/guardians to program policies and procedures.
6) Orient faculty to program policies and procedures.
7) Assist with student personal adjustment.
8) Confer with students about education progress in school.
9) Conduct parent/guardian conferences regarding students enrolled in the program.
10) Participate on advisory committees.
11) Inform civic, business, and union organizations about work-based education.
12) Inform students about work-based learning.

13) Use promotional brochures to inform school personnel and the community about work-based programs.

14) Plan and conduct a mentor recognition activity.

Liaison Tasks of a School-to Work Coordinator

Obtain Input From Worksite Mentors for Use in Related Instruction

Classroom instruction in a work-based education program must be correlated with the training plan and the on-the-job experience. Specific suggestions for related instruction can be obtained from training sponsors.

Related instruction is the in-school program that each student receives in a academic, career and technical program that directly relates to the student-learner's on-the-job training. The related instruction whether it occurs through classroom, laboratory, simulation activities should be based upon individually designed learning experiences in a career field. The student should receive instruction in all aspects of the industry for which instruction is provided.

If a work-based education program is to be effective, related instruction must be provided in the classroom or laboratory to provide the student-learner with the knowledge, skills, attitudes and understandings which will facilitate the development of competencies in a career field. Related instruction includes: basic work and personal adjustment training, technical skill development and employability skills.

Instruction in related classes must satisfy two conditions. First, it should be individualized, since student-learners differ in their career, personal, and social development levels. Second, instruction should be directly related to on-the-job experience and must be of sufficient duration to develop competencies necessary to prepare the learner to understand all aspects of the industry.

Arrange School Schedules with Students, Faculty, and Mentors

The coordinator, student, faculty and worksite mentor should all be involved in arranging school schedules for student-learners. Student schedules should be developed after considering all of the following:

1) the hours when a local worksite can utilize the services of work-based learning students;

2) the flexibility inherent in a school's master schedule;

3) the schedule of school-to-work staff time who provide for related instruction, coordination, and supervision:

4) the availability of transportation for students to get from school to the worksite; and,

5) the school's willingness to adjust or readjust a student's schedule, if necessary, to accommodate the work-based learning component of the program.

A variety of scheduling practices have been used successfully by many school districts such as:

Reassigned time during the regular school day

Student-learner schedules are arranged to permit early release for afternoon work or for late arrival from morning work. Required academic, career and technical courses are scheduled so that they can be taken during the time when students are at school prior to leaving for work, or upon arriving at school following work. Although it is not essential that a student-learner be released from school for the on-the-job experience, it is highly desirable.

No reassigned time during the regular school day

Another alternative for scheduling provides a student-learner with a full instructional schedule in school with no reassigned time for the on-the-job experience. The on-the-job experience is obtained before or after school hours. The student receives academic credit for the on-the-job experience, but is not released from school. If this plan is utilized, the school district still must assume responsibility for coordination and supervision services beyond the normal school day.

Job Sharing Scheduling

This type of scheduling allows two or more students to be scheduled for similar experiences at the same worksite. While a given student-learner is working, the others are in school taking required academic, career and technical courses. This scheduling arrangement works best when large numbers of students desire to participate in a work-based program and there are limited worksites. A job sharing arrangement at a given worksite provides a basis for continuity of learning and a feeling of full time responsibility to the employer.

Summer Scheduling

Because of the seasonal nature of various kinds of employment, such as agriculture, natural resources, hospitality and recreation services, building trades, and other occupations, it may be desirable to schedule the on-the-job experience phase of a work-based learning program during the summer months. Academic and related instruction is taken prior to the on-the-job experience phase of the program and is part of a continuing school year program. Supervision by a school-to-work coordinator is essential and financial support for the effort should be provided by the school district for any summer coordination activities.

Sample schedule request forms are found in appendix H.

Consult with School Personnel About Enrollees

The school-to-work coordinator is responsible for consulting with counselors, administrators, and other teachers (academic, special education, career and technical) about students entering a work-based education program.

Coordinators can do a more effective job of helping students by working closely with administrators, other teachers, and counselors. By conferring with other professionals, the coordinator can acquire additional information about students. Information about a student takes on greater significance if it is gathered from a variety of individuals involved with the student, since each person involved may have different insights.

Since administrators, teachers, and counselors may not have time during the regular work day to schedule conferences about students applying for a work-based program, it may be necessary to have informal luncheon meetings. Other suggestions for joint meetings between the coordinator and appropriate school officials could occur at the school before or after regular school hours.

It is important to involve as many school officials as possible in identifying methods to serve individual students enrolled in work-based programs.

Orient Students to Program Policies and Procedures

The school-to-work coordinator must inform students about program policies and procedures. Information about particular work-based education programs should be presented by the coordinator during Spring enrollment periods. Early orientation to program policies and procedures provides an opportunity for students to acquire knowledge about future program expectations.

Specifically, orientation to work-based programs should include:

1) skills to be taught in the related academic, career and technical program;

2) starting and ending dates for the program;

3) average number of hours per week that the student will be expected to participate;

4) minimum and maximum hours on the worksite per day and per week;

5) rate of pay the student can be expected to receive, if participating in a paid program;

6) conditions for increases in wages;

7) amount of school credit to be earned;

8) work and school schedules;

9) reassigned time provisions provided for students during normal school hours for the worksite experience;

10) student expectations for participating in co and extra-curricular activities such as sports teams, band, student organizations, etc., that occur during worksite hours;

11) compliance with federal, state, and local labor laws; and,

12) name, address and telephone number of school and the school-to-work coordinator.

Work-based education policies and procedures can be communicated by the coordinator through open houses, brochures, letters to the parents/guardians, pamphlets, in-school public address announcements, displays, and media presentations.

Orient Parents/ Guardians About Program Policies and Procedures

The school-to-work coordinator must inform parents/guardians about program policies and procedures. The coordinator can inform parents/guardians about the policies and procedures of various work-based education programs at an open house where a media presentation could be given or through letters or brochures sent to parents/guardians during Spring or at the beginning of the school year. Some coordinators make home visitations or schedule individual conferences to explain the program to parents/guardians.

Parents of students participating in a work-based education program will need to know program policies and procedures because:

1) students might be released from the school building for part of the regular school day;

2) students are allowed a minimum and maximum number of hours to work in any one week period;

3) some students will be compensated by employers for hours worked;

4) students will be required to enroll in related education courses to participate in the program; and,

5) students will be expected to participate at the worksite for a specific period of time.

A sample program obligation policy form is shown in appendix I.

Orient Faculty to Program Policies and Procedures

The school-to-work coordinator needs to inform faculty and staff about program policies and procedures. The faculty and staff members need to be informed about work-based education program policies because:

1) students will have special in-school schedules;

2) students might have scheduling conflicts with co-curricular and extra-curricular activities because of worksite placement; and,

3) students will often be released from school for work-based experiences.

Faculty and staff members must be informed about the unique nature of work-based education programs. A successful work-based program will include:

1) regular academic instruction;

2) related career and technical instruction;

3) placement at a worksite;

4) a training agreement and a training plan;

5) supervised on-the-job experiences;

6) school coordination services;

7) early release or reassignment from school; and,

8) the use of a program advisory committee.

The orientation of faculty and staff members to program policies and procedures is a continuous process and can be accomplished by the coordinator through a variety of informational efforts such as internal staff memoranda, regular faculty/staff meetings, in-service sessions, program brochures, and handouts.

Assist With Student Personal Adjustment

The school-to-work coordinator must periodically assess and assist with the personal adjustment of students. Because of unique school and work partnerships in work-based education programs, assisting students in the area of personal adjustment is an important part of the coordinator's job.

The nature of many work-based activities often involves dealing with students' personal problems or relationships with others. Special education staff, counselors, and special needs paraprofessionals can often provide additional assistance the school-to-work coordinator in dealing with student personal problems.

The coordinator cannot expect student-learners to become mature, well-developed individuals if aspects of personal development are neglected. Through close daily contact with students the school-to-work coordinator has opportunities to identify and assist with developmental needs of students. Coordinators who are sensitive, encouraging, warm, and honest are usually more successful in helping students meet personal needs. Combined with the ability to direct, instruct, and evaluate, the coordinator can be both a supportive listener and an advocate in solving problems and assisting students to make the proper career decisions.

The coordinator should not get involved with personal problems that can best be handled by a guidance counselor or a trained professional. The coordinator must recognize his/her counseling limitations and when necessary refer students to the appropriate counselor or professional.

Confer With Students on Progress in School

The school-to-work coordinator must confer with students regarding educational progress in school. Aiding students with educational progress in school and career planning emphasizes the importance of acquiring the necessary knowledge, skills, and attitudes needed for the world of work.

In order to help students gain an insight into the world of work, the coordinator should first review previously gathered data. Information indicating the student's career interests and field experiences, interest inventories, aptitude, and achievement tests can be especially helpful. In addition, the coordinator should locate up-to-date information concerning the educational and career opportunities related to the student's career interests.

Career information can be obtained by utilizing the Michigan Occupational Information System (MOIS), which is usually available in the school guidance office, media center, or career education resource center.

Many educational and career plans can be developed by conducting periodic conferences between the coordinator and students. Conferences are an important part of the coordinator's job. Periodic conferences about careers help students to learn about occupations and to become more knowledgeable about all aspects of an industry.

Coordinator/student conferences can assist students with:

1) school related problems, such as improving study habits or attendance; or,

2) a career plans which outline the required steps to prepare for employment or further training.

The coordinator should assist students in planning and solving career and work related problems. An education/employment development plan (E/EDP) can often be developed for individual students by working jointly with the school guidance staff. Additionally, the coordinator should work with school counselors in assisting the students to complete further educational plans after high school graduation.

Notes for all conferences should be taken with topics and comments discussed should be placed in a student's work-based education file.

Conduct Parent/Guardian Conferences

The school-to-work coordinator is responsible for conducting parent conferences regarding students. The conference is a meeting between the coordinator and parents/guardians that can identify facts about the student's character, personality, background, abilities, and career interests.

Prior to parental conferences it is strongly suggested that an open house for parents/guardians be conducted in the fall of the year. Through an open house the work-based education program can be explained to all concerned parties.

Although teacher and parent/guardian conferences are occasionally initiated by the parent, more frequently it is the coordinator who requests the conference, schedules it, and does the necessary planning. When arranging for the conference, the coordinator needs to identify the purpose of the conference, what information is being sought, and how to get the information needed.

A productive conference will help the coordinator and parents/guardians to acquire a better understanding of the student. Some parents/guardians find satisfaction in assuming a very active role in a student's educational development while participating in a work-based education program. The importance of parental/guardian involvement cannot be underestimated in the encouragement of the student to succeed in school and at the worksite.

Participate on Advisory Committees

The school-to-work coordinator should participate on one or more program advisory committees to increase communication between the school and the employment community.

Although advising is for all work-based programs, all career and technical programs are required by State Board of Education policies to have advisory committees. Advisory committees can be organized by program, district, or geographical area. An advisory committee can assist the coordinator by:

1) identifying goals and objectives for the work-based education program;

2) reviewing the instructional programs;

3) determining expected program outcomes;

4) assisting in placement; and,

5) furnishing supplies and equipment to the school-based program..

Meetings of the advisory committee can be classified as annual, regular or special. The annual meeting is the first meeting of the advisory committee each year, usually in September. At the annual meeting the advisory committee prepared for the year's work: officers are elected; last year's accomplishments are reviewed; a plan of work for the current year is adopted; and the dates, times, and places of the regular meetings are established for the remainder of the year.

Regular meetings are designed to carry out the annual program of work. The number of regular meetings may vary according to need, but as a general rule the advisory committee should convene at least three times during the year--once every three months.

Special meetings of an advisory committee are generally called when an unanticipated need arises, or when the members deem it necessary to meet more frequently than originally planned in order to complete the program of work. Special meetings should be called only when a an urgent need exists.

Since advisory committee members are unpaid volunteers, meetings should be scheduled at times most convenient to the members.

Inform Civic, Business, and Union Organizations About Work-based Education

The school-to-work coordinator should inform civic, union, and business groups about work-based learning. The coordinator should pursue opportunities to speak before civic, union, and business groups about the plan, purpose, and benefits of effective school-to-work transition programs.

Good publicity is a vital part of any work-based education program. The coordinator can make use of positive public relations to inform the public about the work-based education programs. An effective approach for program promotion is a presentation before business and civic groups. Such a presentation can provide the community with an understanding of the benefits of work-based education.

A verbal and/or mediated presentation about work-based education allows the public to obtain information, ask questions, and introduces the coordinator to the community. From the presentation, the school-to-work coordinator can obtain a variety of ideas that can be useful in strengthening or modifying an existing school-to-work program.

However, the coordinator must be careful about the number and type of engagements accepted. The coordinator should use discretion when accepting requests and try to determine the relevance and value of the presentation to the audience and to the work-based education program.

The coordinator is often asked to make presentations before:

1) parent/guardian organizations;

2) civic organizations such as the Jaycees, Lions, Rotary, Optimists, Kiwanis;

3 local union chapters; and,

4) professional business and trade associations such as the local Chamber of Commerce, retailers associations, Professional Secretaries International, etc.

Inform Students About Work-based Learning

The school-to-work coordinator must inform students about work-based learning. Students may assist the coordinator in the performance of this task. It is imperative to inform students about work-based learning because information:

1) recruits potential students by showing the advantages of a work-based education program;
2) introduces students to career opportunities; and,
3) explains the goals and objectives of the program.

The coordinator should utilize a variety of methods to inform student about work-based education. A partial listing of methods used to inform students about work-based education follows:

1) a classroom presentation to junior high or high school students by the coordinator;
2) a classroom presentation to junior high or high school students by student participants;
3) a work-based education display of posters, drawings or photographs;
4) a video or slide-tape presentation;
5) articles in the school newspaper; or,
6) a job interview skit using student participants during an assembly.

News releases, district newsletters, personal letters to parents/guardians, posters, bulletin boards, exhibits, brochures, pamphlets, in-school public address announcements, and flyers all can be utilized in informing students about the program. By using a wide variety of promotional techniques, the coordinator can reinforce positive attitudes towards school-to-work programs.

Use Promotional Brochures to Inform School Personnel and the Community

The school-to-work coordinator is responsible for informing school personnel and community members about work-based education. One of the primary methods is the promotional brochure. A brochure (flyer, leaflet or pamphlet) is an unbound paper publication, usually printed on a single sheet which may be folded or unfolded. A brochure carries a single message with a limited scope and has a specific purpose.

A promotional brochure should be developed well in advance of the academic year. It takes a relatively small budget to produce, but is timely and informative with a small and simple format. A program brochure becomes a valuable recruitment aid for the coordinator in recruiting potential worksites and students.

The success of a work-based program depends to a considerable extent on how well its purposes and activities are communicated to the people who potentially will support it. The coordinator, therefore, must develop skills in communicating and interpreting the program to the public.

Public support for work-based education can come from many different groups in the community. Each group has its own special interests, needs and attitudes toward school and work. The school-to-work coordinator must be able to design a promotional brochure that will capture the public's interest, create, and sustain favorable attitudes and motivate the public to act in support of school-to-work transition.

Sample promotional brochures are found in appendix J.

Plan a Mentor Recognition Activity

The school-to-work coordinator should work with students in planning and conducting an annual recognition activity for worksite mentors. The types of employer/mentor appreciation activities may range from informal breakfasts to formal banquets.

Employer/mentor appreciation activities are conducted for the following purposes:

1) to provide an opportunity for student-learners to express sincere appreciation to worksite mentors;

2) to develop informal relationships between mentors and student-learners;

3) to provide an opportunity for every student to participate in the planning and execution of the various phases of such an event--to learn by doing;

4) to develop an increased understanding by worksite mentors of work-based learning;

5) to demonstrate the ability of the student-learners to plan and organize a major event;

6) to provide students with an opportunity to develop social skills and intelligence;

7) to provide community-wide publicity for the work-based education program; and,

8) to impress upon school administrators, employers, and worksite mentors the importance of school-to-work transition.

Although employer/mentor appreciation activities can be held at any time during the year, most coordinators prefer to hold these activities in the Spring. The advantages of holding an appreciation activity in the Spring are as follows:

1) allows more time for planning the event;

2) serves as a year end activity for the students;

3) recognizes outstanding students in the work-based education program;

4) recognizes student career and leadership organization award winners;

5) allows more time for fund-raising; and,

6) develops positive public relations for the coming school year.

A checklist for conducting a successful employer-employee appreciation event follows:

- hold a general meeting of the class or student vocational organization to discuss the purpose, date, and place;
- select committee members and chairpersons;
- obtain school approval of activity and date;
- arrange for a suitable place;
- meet with committee chairpersons and youth organization officers;
- select guest speaker and confirm date and time;
- plan menu -- consult with caterer or those to prepare the meal;
- get approximate cost figures;
- prepare guest list;
- send invitations;

- develop bulletin board display or posters to remind students:
- plan entertainment;
- plan decorations;
- include those accepting invitations on reservation list:
- notify caterer of number of people attending the event;
- prepare place cards and name tags:
- make a seating chart;
- prepare program for printing;
- rehearse program;
- instruct classes in etiquette of clothes, table manners, introductions;
- arrange for pictures and prepare news write-ups;
- rehearse program at sit of event;
- decorate the room for the event;
- hold the event;
- clean up;
- make payment for meal;
- write thank-you letters;
- hold evaluation sessions; and,
- file committee reports.

Resources

American Association for Vocational Instructional Materials (AAVIM), University of Georgia. (1978). *Enroll Students in Your Co-op Program*. (J-3 Module). Athens, GA: Author.

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Chapter 4
Technical Assistance

Overview

Good supervision at the worksite is essential for the success of work-based learning programs. School-to-work coordinators must provide technical assistance and services to employers and assist in the training of teachers, workplace mentors, school site mentors and counselors. By providing oral or written information to schools and employers the coordinator can help to integrate school-based and work-based learning with academic and occupational learning.

Duty Area: Providing Technical Assistance

Tasks:

1) Encourage worksite mentors to provide a variety of learning experiences for student-learners.

2) Assess student-learner performance with worksite mentors.

3) Assist worksite mentors in obtaining student-learner sub-minimum wage exemptions.

4) Complete Targeted Jobs Tax Credit (TJTC) forms.

5) Communicate with worksite mentors regarding student-learner and co-employee working relationships.

6) Inform mentors regarding federal laws related to the employment of minors.

7) Inform mentors regarding State of Michigan laws related to the employment of minors.

8) Attend district, region or state workshops, meetings, and seminars.

9) Keep current on technological changes in business and industry.

10) Participate in local, regional, and state professional organizations.

11) Implement an orientation and development program for mentors.

Technical Assistance Tasks of a School-to-Work Coordinator

Encourage Worksite Mentors to Provide a Variety of Experiences

The school-to-work coordinator is responsible for developing a training plan that will provide the student-learner with a variety of job duties and experiences. One of the responsibilities of the school-to-work coordinator is to encourage worksite mentors to offer a variety of student-learner learning activities at the respective training station. A variety of job duties and tasks allows the student-learner to become a competent, productive and well-rounded employee in all aspects of the industry.

The training plan is developed jointly between the coordinator and the training sponsor at the beginning of the worksite based experience and is reviewed on subsequent coordination visitations. To assist the coordinator and training sponsor in developing a training plan the use of the Dictionary of Occupational Titles (DOT), the Vocational-Technical Education Consortium of States (VTECS) Catalogues, MarkEd *Computdoc* system, *Michigan Computerized Training Plans* available from the Michigan Center for Career and Technical Education, and the Michigan Department of Education, Office of Career and Technical Education Curriculum Guides are recommended.

Assess Student-learner Performance With Worksite Mentors

The worksite mentor and the school-to-work coordinator should assess the student-learner's progress periodically. For many work based learning programs academic credit is awarded and a grade must be given at the end of each grading period.

The assessment is conducted to identify strengths and weaknesses needing improvement for the student-learner. Information obtained through the assessment process is used to plan the next grading period.

One of the most important steps in the assessment process is the coordinator's follow-up conference with the student-learner. Recognition of strengths is a significant source of motivation for the student-learner to continue doing productive work. However, knowledge of deficiencies is also essential before the student-learner can seek to improve poor performance. In addition, the worksite mentor should be encouraged to review job progress with the student-learner on an on-going basis.

When student-learner assessments are conducted it is suggested that a joint conference be arranged where practical between the worksite mentor, the student-learner and the coordinator.

Assist Mentors in Obtaining Student-learner Sub-minimum Wage Exemptions

If requested, the school-to-work coordinator is responsible for assisting a worksite mentor in obtaining student-learner sub-minimum wage exemptions from the federal minimum wage for cooperative education plans.

Sub-minimum student-learner wage exemptions are frequently important to work-based programs because the wage exemptions:

1) assist the coordinator in promoting the work-based education program;

2) allow the student an employment opportunity for a job related to the student-learner's career interest;

3) facilitate the training station in hiring first-time employees; and,

4) reduce employer expenses while providing opportunities for student employment.

Therefore, the coordinator must be familiar with the United States Department of Labor, Employment Standards Administration, Wage and Hour Division:

1) application for *Authorization to Employ a Student -Learner at Sub-minimum Wages, Form WH 205*; and,

2) *Certificate Authorizing Special Minimum Wages for a Student-Learner, Form WH 206.*

The coordinator and the worksite mentor complete the Application for Authorization to Employ a Student-Learner at Sub-minimum Wages, Form WH 205, at the worksite or school office. The completed application is sent to the Federal Wage and Hour Division, United States Department of Labor, 230 South Dearborn Street, 8th Floor, Chicago, Illinois, 60604, and takes effect upon the date of mailing. This sub-minimum wage exemption is valid in Michigan until the eighteenth birthday of the student-learner and permits the employer to pay the student-learner seventy-five (75) percent of the federal minimum wage.

Sub-minimum wage exemptions for students not participating in cooperative education plans may also be obtained at eighty-five (85) percent of the federal minimum wage for students employed in retail and service trades. Coordinators should be familiar with this type of sub-minimum federal wage exemption which can be obtained by completing a *Certificate Authorizing Special Minimum Wages for a Student-Learner, Form WH 206.*

Complete Targeted Jobs Tax Credit Forms (TJTC)

The Revenue Act of 1978 (P.L. 95-600), as amended, and the Omnibus Reconciliation Revenue Act of 1993 provides for the Targeted Jobs Tax Credit (TJTC) Program. TJTC allows a tax credit to private sector employers who pay a federal income tax.

Congress intended to make the credit, as appealing as possible, to a wide range of employers and to keep procedures and paperwork to a minimum. Congress wanted to focus employment incentives on individuals who have high unemployment rates, even when the national unemployment rate is low, and on groups with special employment needs.

The TJTC Program is intended to further the partnership between public sector training programs and private sector employers in dealing with the problems of the disadvantaged and the chronically unemployed. The TJTC Program is a significant and cost effective way of increasing private sector opportunities because it offers tax-paying businesses direct incentives to make more jobs available to targeted individuals.

The Act provides a tax credit to employers who hire individuals from target groups. Student-learners participating in a "qualified cooperative education program," ages 16 through 19, and who are economically disadvantaged can provide an employer with a credit equal to fifty percent of "qualified first year wages" and twenty-five percent of "qualified second year wages." The maximum age for participating cooperative education student-learners is 19 years of age (up to the twentieth birthday). To qualify for TJTC the student cannot be a high school graduate.

The school-to-work coordinator or the cooperative education coordinator is responsible for informing employers about the Targeted Jobs Tax Credit (TJTC) Program for the cooperative education target group. Since specific procedures change periodically coordinators should contact the Michigan Employment Security Commission (MESC) or the Office of Career and Technical Education (OCTE) for specific information on TJTC for cooperative education enrollees.

Communicate With Mentors About Students and Co-Worker Relationships

Communication between the coordinator, student-learner, worksite mentor and co-workers in work-based education programs is a necessity.

The coordinator must often communicate with worksite mentors regarding student-learner and co-employee working relationships to:

1) assist the student learner in adjusting to the worksite environment;

2) assist the student-learner in making personal and social adjustments;

3) assist the student-learner in planning and improving academic, career, and technical instruction; and,

4) assist the student-learner in making a smooth transition from school to work.

Coordination visits between the coordinator and the worksite mentor should occur periodically to monitor student-learner progress in interpersonal skills between co-workers and supervisors. The frequency of coordination visits will vary by the situations, difficulties, or problems encountered at each worksite.

Inform Mentors About Federal Laws Related to Employment

The school-to-work coordinator is responsible for informing worksite mentors about federal laws relating to work-based learning programs and the employment of students.

Public policy, as expressed in federal legislation, is one of the basic considerations in planning and operating work-based education programs. Employment or participation of students at a worksite must comply with all federal laws that apply to minors. Several federal laws, rules and regulations affect the employment conditions of students and are listed below:

- Bilingual Rules and Regulations to the Vocational Act of 1963 -- requires that an educational institution provide training for limited English speaking learners.

- Civil Rights Act of 1964 (amended 1972, 1975, 1978) -- Title VI bars discrimination under any federal assisted educational activity. Title VII prohibits discrimination on the basis of sex in hiring, firing, promotions, working conditions, privileges and pay.

- Education Amendments of 1972 -- Title IX prohibits specific policies, programs and practices which treat students differently on the basis of sex, addresses sex discrimination.
- Education Amendments of 1976 -- Title II addresses sex discrimination, sex bias and sex stereotyping. Establishes a series of administrative and program requirements for state use of vocational education funds.
- Family Education Rights and Privacy Act of 1974 -- allows full access to student-learner records by parents of student-learners.
- Federal Fair Labor Standards Act of 1938 -- provides for legal employment conditions of student-learners and provides a listing of hazardous work orders.
- Federal Revenue /Act of 1978, as amended, (Targeted Jobs Tax Credit) -- encourages employers to provide employment to targeted disadvantaged groups.
- The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 -- requires that vocational education programs be established to reflect labor market need and student interest.
- Vocational Rehabilitation Act of 1973, Section 504 -- bars discrimination in education against otherwise qualified handicapped persons.
- The School-to-Work Opportunities Act of 1994 -- establishes a national emphasis and focus on school-to-work transition.

There is a critical need to study in depth all federal legislation affecting school-to-work transition. Coordinators should refer to listed references in this chapter for a more detailed account as to how various federal laws, rules and regulations affect the employment of students in work-based education programs.

Inform Mentors About State Laws Related to Employment

The school-to-work coordinator is responsible for informing prospective mentors about State of Michigan laws, rules and regulations relating to work-based education programs and employment of student-learners.

In addition to federal legislation, Michigan also has legislation which pertains to the employment and participation of minors in work-based education programs. An important consideration in planning and operating work-based education programs in Michigan is a knowledge of the laws, rules, and regulations which follow:

Legislation

- Youth Employment Standards Act, Public Act 90 of 1978 -- establishes safety standards and legal employment conditions for minors employed in Michigan;
- Michigan Minimum Wage Act, 154 of the Public Acts of 1964 -- prohibits wage discrimination;
- Michigan Handicappers Civil Rights Act of 1976 -- prohibits discrimination because of handicap;
- Elliot-Larsen Civil Rights Act of 1976 -- prohibits discrimination because of religion, race, color, national origin, or sex;
- Michigan Payment of Wages Law, Act 390, Public Act of 1978 -- provides time and manner of payment of wages and fringe benefits;
- Bullard-Plawecki Employee Right to Know Act of 1978 -- permits employees to review personal records;
- Worker's Disability Compensation Act of 1969 -- provides for compensation if student-learners are injured; and;
- Unemployment Compensation -- provides for financial support if unemployed under specified conditions.

Rules and Regulations

- *Mechanic Trainee Permit*, Secretary of State -- allows a student-learner to perform motor vehicle repair work under the supervision of a certified mechanic;
- *Motor Vehicle Driving*, Secretary of State -- outlines restrictions on driving motor vehicles by minors 16-17 years of age in employment situations;
- *Administration Management of Nursing Homes*, Department of Public Health -- mandates student-learners to have an intradermal test for tuberculosis at the beginning of employment and annually thereafter; and,
- *Nursing Services in Nursing Homes*, Department of Public Health -- mandates that persons employed in a nursing home

> to give nursing care shall not be less than 17 years of age, *except that a student in an approved cooperative educational* program may provide nursing care under supervision of a licensed nurse.

There is a need to study in depth State of Michigan legislation, rules, and regulations affecting work-based education programs. Coordinators should refer to listed references in this chapter.

Attend Professional Development Activities

The coordinator should attend national, state and district professional development activities, meetings, seminars, and workshops. Because both teaching methodology and business/industry technology are constantly changing, keeping up-to-date with the five major duties of the coordinator (providing coordination, liaison, technical assistance, placement assistance and follow-up services) is essential. The school-to-work coordinator must keep abreast of changing conditions on a continuous basis to provide relevant learning experiences for student-learners.

Attending workshops, meetings, seminars, and participating in university/college sponsored courses allows the coordinator an opportunity to learn and to discuss new ideas with other professionals and leaders in the field of school-to-work transition.

Many professional organizations sponsor district, state and national conferences and produce journals dealing with topics relating to school-to-work transition.

Keep Current on Change in Technology

The coordinator must keep up-to-date on technological changes in business and industry. Keeping current on technological changes in business and industry can be achieved by joining and participating in business, industry and civic groups with the community. These organizations offer professional development opportunities for the school-to-work coordinator. Topics related to economic development, job creation, technological changes, and school-to-work transition are often presented.

Membership in business and civic organizations should be arranged so that the coordinator has adequate time for involvement and that membership can offer opportunities to actively participate in challenging and interesting activities, establishing good community relations, and keeping up-to-date about various industries in the area.

Coordinators should inquire about local school-to-work partnerships and educational committees of business and civic groups for the possibility of membership. Membership in these partnerships, business and civic organizations allow the coordinator to actively participate in community affairs and help to promote business and industry interest in school-to-work transition.

Participate in Professional Organizations

A school-to-work coordinator should join and actively participate in professional organizations such as:

1) American Vocational Association (AVA);
2) Michigan Occupational Education Association (MOEA);
3) Michigan Vocational Coordinators Association (MVCA);
4) Michigan Association School Placement Personnel, (MASSP); and,
5) affiliated organizations of MOEA that represent specialized discipline interests of the coordinator.

Membership and participation in regional, state and national professional organizations give a coordinator opportunities to:

1) participate in challenging and interesting activities;
2) develop professionally;
3) serve in a leadership role;
4) promote and support school-to-work efforts;
5) develop skill, knowledge and understanding about labor laws, employability skills; and,
6) assist in providing technical assistance to area employers.

Professional organizations are designed to provide information to coordinators about :

- inservice activities;
- federal/state legislation;
- funding; and,
- labor laws.

Most professional organizations also publish newsletters with working tips for school-to-work coordinators.

Implement an Orientation and Development Program for Mentors

The effectiveness of any work-based education program depends on maximizing the learning opportunities in business and industry which are not readily available in the school setting. The quality of the on-the-job instruction received by the student-learner has a direct bearing on:

1) the student's ability to perform work tasks;

2) the student's attitude toward the worksite and worksite mentor;

3) the willingness of the employer to continue to provide training opportunities;

4) the relevancy of in-school learning to on-the-job experiences; and,

5) the student's ability to secure and maintain employment after graduation.

Often employers and worksite mentors are not experienced in the methodology of teaching. However, worksite mentors are accustomed to giving directions and/or supervising employees. The school-to-work coordinator must be prepared to assist training sponsors, worksite mentors, and other training station personnel in providing useful instruction to the student-learner.

Initially the coordinator should set up a conference to meet with each training sponsor or worksite mentor. During this conference the coordinator should acquaint the worksite mentor with the work-based program, by emphasizing the career exposure and training aspects of the program. It is important to follow the training plan and training agreement when working with the student-learner.

The coordinator should periodically converse with the worksite mentor to reinforce the following responsibilities:

1) working cooperatively with the school-to-work coordinator;

2) staying informed as to what related instruction is being provided in the school-based program;

3) teaching specific occupational skills and technical information;

4) providing the student-learner with "learn-by-doing" experiences;

5) emphasizing to the student the need for employability skills such as responsibility initiative and dependability;

6) helping the student develop a mature attitude toward careers and employment; and,

7) following the training agreement and training plan.

When visiting the worksite, the coordinator has additional opportunities to develop the mentoring skills of the training sponsor. Through a variety of methods the coordinator should offer information and work with the worksite mentor in providing the student-learner with useful information and on-the-job instruction.

Resources

Materials

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Chapter 5
Placement Assistance

Overview

One of the principle activities of a school-to-work coordinator is assisting students with valuable learning experiences at the worksite. Coordinators assist students in pre-employment or pre-placement activities by career counseling, by practicing intervention skills, and by assisting with program applications, locating training stations and monitoring student progress for quality learning experiences are integral to effective work-based learning programs. These placement activities are to assist students while they are enrolled in school.

Duty Area: Providing Placement Assistance

Tasks:

1) Locate prospective training stations.

2) Practice non-discriminatory placement procedures with employers.

3) Relocate students to different training stations when student-learners lose employment.

4) Relocate student-learners to different worksites when more desirable learning can occur.

5) Arrange appointments for student-learner interview with potential worksites.

6) Assist students with work-based program applications.

7) Conduct student interviews with potential enrollees.

8) Analyze cumulative student records for placement purposes.

9) Assist students with employment applications.

10) Assist students in preparing for job interviews.

11) Consult with agency placement specialists for the purpose of identifying placement opportunities for work-based education students.

12) Cooperate with area school placement personnel.

Placement Tasks of a School-to-Work Coordinator

Locate Training Stations

A training station is an establishment providing on-the-job learning experiences for the student-learner. The coordinator has the primary responsibility for locating prospective training stations which will provide opportunities for acquiring knowledge, skills, and attitudes that are relevant to a student-learner's career interest.

It is suggested that throughout the year school to work coordinators identify prospective training stations. However, this activity often occurs during the extended contract period before or after the regular academic year.

Extended coordination time is needed to identify students desiring to participate in a work based learning program during the summer or regular school year, career counseling, interviewing, clerical duties, public relations, and job development efforts.

Prospective training stations must be available to all students desiring to participate and must not discriminate on the basis of race, color, religion, national origin, ancestry, age, sex, marital status, or handicap.

Practice Non-discriminatory Placement Procedures

The school-to-work coordinator must practice non-discriminatory placement policies and procedures with all potential worksite sponsors.

The basic objectives of non-discriminatory placement procedures are:

1) to insure that equal educational opportunities, including full opportunity to participate in programs, activities, and job opportunities, and to benefit from services, are provided to all students;

2) to prohibit barriers in achieving full participation, such as the stereotyping of individuals based on their racial, ethnic, or gender identity, or on their handicapping conditions;

3) to provide education in an integrated setting; and,

4) to analyze, identify and change policies and activities that impede the achievement of the above goals. These objectives were determined through laws, rules and regulations issued under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

It is the responsibility of the coordinator to describe, explain and apply non-discriminatory placement procedures and practices to employers which help to insure equal opportunity for all groups and populations. Any questions regarding the Civil Rights Compliance Program for Career and Technical Education should be sent to the Michigan Department of Education, Office of Career and Technical Education , State P.O. Box 30009, Lansing, Michigan 48909, (517) 373-3373.

Relocate Students to Different Worksites When Students Lose Employment

The coordinator, student-learner, parents/guardians and worksite mentor must all be involved with the transfer of a student-learner from a training station.

There may be times when a student will need to be transferred from one worksite to another because of the loss of employment or other reasons. For the protection of all persons concerned a written policy should be developed to cover the various reasons for transfer. Some of the possible reasons for student-learner transfer include:

1) the employer's refusal to follow a training plan;

2) the employer is forced to terminate employment due to layoffs; and,

3) personality conflicts between the student-learner and worksite mentor expectations.

When the worksite experience is interrupted or terminated for any reason, the coordinator should try to relocate the student-learner in another educationally rewarding situation.

The goal of the transfer is to provide the student-learner with continued learning experiences that meet student-learner career interests. The transfer should occur only after all parties (coordinator, student-learner, employer, parents/guardians) have agreed to the change.

Relocate Students to Different Worksites When More Desirable Training Can Occur

The coordinator, present worksite mentor, future mentor student-learner, and parents/guardians must all be involved when a student-learner is transferred to a more desirable training station.

There may be instances when more desirable training opportunities develop within a community. The placement of student-learners into a more desirable training station must be carefully evaluated. The school-to-work coordinator should always try to improve existing mentoring skills in present worksites whenever possible. However, opportunities for relocating student-learners to more desirable worksites sometimes do occur. These changes happen because of:

1) a willingness on the part of a new worksite mentor to provide better on-the-job training; or,

2) a willingness on the part of a new worksite mentor to provide improved learning opportunities in all aspects of the industry for the student-learner.

Relocating students to different worksites is not recommended because it may cause difficulties and affect future placement opportunities with the present worksite mentor. The process also can encourage job switching among student-learners enrolled in various work-based education programs.

It is strongly recommended that technical assistance activities occur with current worksite mentors. The necessity of relocating student-learners to more desirable training stations will be reduced and in most cases eliminated if prospective worksites are initially evaluated for their potential to provide quality learning opportunities for students.

Arrange Job Interviews for Students

After the school-to-work coordinator has determined a student's career interests, basic, career and technical skills, the coordinator can arrange student job interviews at prospective worksites.

The coordinator should arrange a time convenient for the prospective mentor and the student to complete a job application, if required, and complete an interview.

To acquaint the prospective mentor with the student being interviewed, a *job interview introduction card* should be brought by the student to the job interview. Another technique to introduce the student to the potential employer would be to use the coordinator's business card with pertinent introduction information printed on the reverse side.

The job interview normally occurs at the worksite and provides the student-learner with an experience in applying for a job. It is recommended that each prospective mentor have the opportunity to interview at least three students. By interviewing several students the employer is given the opportunity to select the student best qualified for the position.

Each student should also have the opportunity to interview at least three different worksite mentors. This experience of interviewing at several prospective worksites gives the student experience in job interviewing and the opportunity to select a worksite that best matches personal career interests.

All students should be instructed that the interview should be non-discriminatory. This means that the interview should be free of discrimination due to race, color, religion, sex, national origin or ancestry. This policy of non-discrimination also applies to otherwise qualified handicapped individuals.

Sample job interview introduction forms are found in appendix K.

Assist Students With Program Applications

The school-to-work coordinator often assists students with program applications. Assisting students with program applications involves the following:

1) informing student-about the work-based education programs:

2) helping students gather information about themselves in order to determine if a work-based program will match their career needs; and,

3) assessing student skills and knowledge for participation in a work-based education program.

Students usually apply for the work-based education programs during early Spring. Early or pre-enrollment allows the coordinator an opportunity to identify students before the school year ends and assists the coordinator in identifying potential worksites that are based upon the career interests of the student.

Work-based education programs offer students unique learning and potential earning opportunities. The coordinator has the responsibility of serving students that:

1) can benefit from a work-based program; and,

2) are representative of the total student population.

Student-learner applications for work-based education programs must be bias-free, non-discriminatory, and be designed to secure only necessary pre-employment information. The application programs should not be used to exclude or "screen" students from participation in a work-based program.

Sample program applications are found in appendix K.

Conduct Student Interviews for Placement Purposes

The school-to-work coordinator is responsible for conducting student pre-enrollment interviews. Conducting pre-enrollment interviews are an important part of the coordinator's role in assisting students to practice employability skills.

Student interviews are usually conducted prior to program participation. All students who are interested in a work based education program should be given the opportunity to interview for the program. The pre-enrollment interview helps to explain the program and allows students to determine if they would like to participate.

The interpersonal relationships established through a personal interview can provide the coordinator valuable insights and information. Specifically, the pre-enrollment interview assists the coordinator in determining whether the student has the necessary attitude, employability , academic and occupational skills required for a work-based experience.

The primary purposes of the pre-enrollment interview is to provide the coordinator with necessary information concerning knowledge, attitudes, and skills of the student applicant to properly place the student in a work-based program. Pre-enrollment procedures should not be viewed or used as a screening device to exclude or deny benefits to students from participation in a work-based program.

Analyze Student Records for Placement Purposes

The school-to-work coordinator must analyze student cumulative records for job placement purposes. The coordinator must select worksites and establish training stations which are matched to students' career interests and abilities. The challenge for the school-to-work coordinator is to establish the most effective learning situation for each participating student.

Access to student cumulative records should be obtained through the appropriate school administrator. All local district policies, practices, and procedures related to school records must be followed. At all times consideration must be given to student privacy when using a cumulative file. Only those records which directly relate to the placement process must be considered when reviewing student records.

The coordinator must analyze student cumulative records to successfully match students with prospective worksites. An analysis of the cumulative file concerning successfully completed academic, career and technical courses with acquired skills and competencies can be utilized to match a student to a particular worksite.

The coordinator must be aware of what records and reports can be maintained on students. Additionally, student rights, policies, procedures, and school responsibilities when analyzing student cumulative records for placement purposes according to the Family Rights and Privacy Act must be understood by the coordinator.

Assist Students With Employment Applications

The school-to-work coordinator often assists students in paid work-based programs with employment applications. The application for employment provides a prospective employer a chance to identify information necessary to make a hiring decision about an applicant.

In applying for a job, the application for employment is usually completed in the personnel office immediately prior to an interview. Sometimes arrangements can be made for participating students to complete the application for employment within the school setting.

The accuracy and completeness of the application for employment may be the determining factor for a student in obtaining employment. A good method to help students develop skills in completing application forms is to give large group instruction. Students should be given copies of a variety of application forms and appropriate instruction for their completion.

Since neatness, accuracy and proper completion of an application for employment is important to employers, it is the responsibility of the coordinator to identify printed and personal resources to assist students. Students should be provided with instruction on legal and illegal employment inquiries.

Assist Students in Preparing for Job Interviews

The school-to-work coordinator should also assist students in preparing for job interviews. To assist students in preparing for job interviews, the coordinator must:

1) establish the purposes and uses of an interview;

2) specify how to arrange for an interview;

3) review how to prepare for an interview;

4) illustrate the behavior used during an interview; and.

5) specify what follow-up activities should be accomplished after the interview.

There are a number of excellent techniques for helping students practice and prepare for interview situations. The coordinator should provide students with references on the subject and conduct classroom discussions. Innovative teaching techniques must be identified to reinforce the need for and importance of a successful interview. The school media center, career education resource center, and the guidance and placement office usually have materials on successful job interviewing. By showing students films or videotapes which demonstrate interview techniques, the students can improve in interviewing skills.

Role-playing is an especially effective way to give students practice with job interviewing. Students can rotate playing the role of the applicant while the coordinator, guidance counselor, or another student with a script plays the role of the interviewer. If possible, role-playing situations should be videotaped for observation later.

Case study problems can also be useful in assisting students to become acquainted with a wide range of interview situations. For example, students could be given descriptions of how other students reacted in an interview situation. By dealing with case study situations, students can practice handling interview situations competently and develop self-confidence.

Instruction for job interviewing is a continuous process for the school-to-work coordinator. Since the acquisition of employability skills is crucial to employment, it is suggested that employability skills, such as job interviewing, be taught in academic, career and technical education programs and reinforced during related instruction.

Consult With Agency Placement Specialists

The school-to-work coordinator can often identify student worksite opportunities through the local Michigan Employment Security Commission (MESC), local community college, and Service Delivery Area (SDA) for the Job Training Partnership Act. Therefore, it is important that coordinator have a positive working relationships with youth placement specialists at local MESC and SDA offices.

The coordinator should make initial contact with MESC and SDA youth placement specialists before the school year begins and continuously confer with these employment specialists throughout the year. By establishing a contact with area youth placement specialists the school-to-work coordinator can often identify needed worksite opportunities for the work-based education program. Additionally, MESC and SDA personnel can assist many students with full-time employment or additional educational opportunities after high school graduation.

MESC and SDA offices can also provide many services to coordinators of work-based education programs. Some of these services include, but are not limited to:

- employability skills brochures;
- counseling and testing services;
- guest speakers; and,
- information about career, education, and employment opportunities.

Cooperate With Area Placement Personnel

The school-to-work coordinator must work cooperatively with area school placement personnel throughout the year. Cooperation between area placement personnel and local coordinators can provide:

- part-time and full-time job placements;
- a coordinated placement effort among local firms in the community; and,
- a sharing of personnel and material resources.

A school based placement office can also serve as a central clearinghouse for employment information and serve as a vital link for providing job placement services to the entire geographical area. School-to-work coordinators and area school placement personnel must coordinate their efforts to insure that work-based opportunities are made available to all students who desire to participate.

Resources

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Chapter 6
Follow-up Activities

Overview

School-to-work Coordinators must constantly evaluate prospective training stations and report on the successes of the school-to-work program. By conducting annual follow-up studies, coordinators can identify the strengths and weaknesses of the program. Evaluation can be used for program improvement and to strengthen existing work-based learning programs.

Duty Area: Performing Follow-up Activities

Tasks:

1) Evaluate prospective training stations.
2) Write letters of recommendation for students-learners and/or graduates.
3) Conduct annual follow-up studies on student-learners.
4) Complete reports on work-based education students.

Follow-up Tasks of a School-to-Work Coordinator

Evaluate Prospective Training Stations

A formal review of the quality and effectiveness of worksites established for the student learners should occur annually. Worksite based learning programs should be more than merely obtaining part-time employment or merely asking an employer to take a student for a limited time to "learn" the job. School-to-work coordinators must establish an organized plan of occupational learning, job progression, academic and career instruction related to a student's career interests.

Strengths and weaknesses affecting occupational learning and career exposure at each worksite must be systematically evaluated. Training stations or worksites which do not meet acceptable training standards, must either be upgraded or removed from an approved list of quality worksites.

The goal of evaluating worksites is to determine which worksites will provide opportunities for acquiring academic skills, career understanding, occupational learning, and proper work attitudes. Additionally, the school-to-work coordinators must evaluate training stations for safe working conditions and non-discriminatory hiring policies and procedures.

Although, informal training station evaluation often occurs through "on-site" observations and interviews with worksite mentors, work based learning programs should use formal year-end evaluation instruments to assess worksite effectiveness.

Write Letters Of Recommendation for Employment

The school-to-work coordinator is often asked to write letters of recommendation for students seeking part-time employment and for program completers seeking full time employment or education after graduation.

Because the coordinator is in an unique position to observe student-learner performance on-the-job, future employers often want to know the coordinator's opinion of a student's abilities. It is important to remember that a letter of recommendation should reflect an honest opinion of the student's skills, attitudes, and abilities.

In a letter of recommendation, the coordinator should provide the prospective employer with the following information about a student or graduate:

1) personal characteristics such as punctuality, attitudes and reliability;

2) career interests;

3) future employment potential;

4) field experiences which the student had through a work-based education program;

5) strengths and weaknesses of the student; and,

6) skills and competencies acquired at the worksite and from the related school-based program.

Students in work-based education programs should be given instruction on identifying personal and business references students should also be encouraged to ask the coordinator to be a reference for future employment.

Conduct Annual Follow-up Studies

The school-to-work coordinator should prepare an annual follow-up report for all work-based education program enrollees. In addition, the coordinator can assist with the annual follow-up survey required by the Office of Career and Technical Education (OCTE) for cooperative education enrollees.

A separate follow-up on work-based learning students should be conducted to:

1) determine the number and kinds of employment which former work-based students entered locally and regionally on a part-time or full-time basis;

2) learn the extent to which former students have made use of their worksite exposure and training;

3) discover the extent of occupational mobility among former students;

4) obtain information from former students as to the adequacy of the school and work-based programs;

5) determine how the school could be of further assistance to the former students relative to counseling, training and/or placement;

6) ascertain why some former students dropped out before completing programs;

7) discover the extent to which former students are taking advantage of available post-secondary and adult occupational training opportunities;

8) determine the occupational difficulties encountered by former students; and,

9) compile a report for the local board of education related to the economic impact of the work-based education program to the community and the state.

The annual statewide follow-up survey of vocational graduates is required approximately nine (9) months after graduation. However, a local follow-up study should be conducted at the end of each school year. Year end results should be shared with school officials so that data obtained can be used to support the work-based education program for the upcoming school year.

Complete Reports on Work-based Education Students

For regular state aid membership, vocational education "added cost" funding, and federal school-to-work opportunity funding the local school district must maintain accurate attendance records and reports on work-based education enrollees. In addition, all school districts are required to conduct annual follow-up surveys on vocational education graduates.

The school-to-work coordinator can assist the school district in conducting required follow-up surveys and reports by providing home and/or work addresses and telephone numbers of work-based education students. The coordinator can also assist by compiling appropriate information required by the Office of Career and Technical Education (OCTE) for the Vocational Education Data System (VEDS) and the State Office for School-to-Work Transition.

In addition, some local districts and area partnerships for school-to-work transition require separate annual reports on work-based education programs. The coordinator, if asked, must be prepared to make periodic reports for school administrators, board of education members, and area partnership team members.

It is suggested that the coordinator complete a separate annual report that highlights the activities of the school-to-work program for local school administrators and the community.

Sample monthly and annual reports are found in appendix M.

Resources

Materials

National Child Labor Committee. (1986). *Self-Assessment Guidelines for Administrators of High School Cooperative Work Experience Programs.* (2nd edition). New York, NY: Author.

Glossary

all aspects of an industry	all aspects of the industry or industry sector a student is preparing to enter, including planing, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to the industry or industry sector.
all students	includes students from the broad range of backgrounds and circumstances, including disadvantaged students, students of diverse racial, ethnic, and cultural backgrounds, students with disabilities, students with limited English proficiency, students who have dropped out of school, and academically talented students.
apprenticeship	a relationship between an employer and an employee during which the worker or apprentice, learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on-the-job training and related instruction. Also known as **registered apprenticeship program.**
approved state plan	a School-to-Work Opportunities plan that is submitted by a State, is determined by the Secretaries of Education and Labor to include the basic program components and otherwise meets the requirements of the Act, and is consistent with the State's plan under the Goals 2000: Educate America Act.
career academies	a single employer or a consortium of employers in an industry (or across industries regarding a specific occupation) which design a school or school program around a single theme such as the arts, science and technology, electronics, languages, environmental science etc. as a source of potential entry workers. Assistance generally provided to the school include curriculum development, equipment donations and/or purchases, consultant services, instructional materials, part-time or summer employment opportunities. Also known as **magnet schools.**

career exploration	typically non-paid learning activities designed to introduce and create awareness of job and career opportunities through the use of career fairs, clinicals, externships, field trips, guest speakers, internships, job shadowing, mentoring, practicums, and unpaid experience. Also known as **career exposure,** and **directed occupational experience**.
career guidance and counseling	a program - A) that pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision-making, placement skills and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; B) that assist individuals in making and implementing informed educational and occupational choices; and, C) that aid students to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.
career exposure	The active involvement of the community, business, industry, and labor to introduce and create awareness of job and career opportunities through career fairs, guest speakers, mentors, sponsorships, and field trips to increase student knowledge of careers and the need for career planning. Also known as **career exploration**.
career major	a coherent sequence of courses or field of study that prepares a student for a first job and that - A) integrates academic and occupational learning, integrates school-based and work-based learning, establishes linkages between secondary and postsecondary educational institutions; B) prepares the student for employment in a broad occupational cluster or industry sector;

C) typically includes at least 2 years of secondary education and at least 1 or 2 years of postsecondary education:

D) provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter:

E) results in the award of a:

- i) high school diploma or its equivalent, such as:
  - I) a general equivalency diploma; or
  - II) an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate;
- ii) a certificate or diploma recognizing successful completion of 1 or 2 years of postsecondary education (if appropriate);
- iii) a skill certificate: and,

F) may lead to further education and training, such as entry into registered apprenticeship program, or may lead to admission to a 2 or 4 year college or university.

career pathways	term used for all the possible options including K-12 education. work experience, military, apprenticeship, advanced training and/or post secondary education that an individual can use and/or experience to secure a rewarding and successful career.
certificates of mastery	See **skill certificate**.
clinicals	See **internship**.
community services	voluntary service projects undertaken by groups of students and individual volunteers which give students worker roles at a degree of complexity and level of responsibility that they could not ordinarily find in paid employment. As volunteers, students are not limited to the restrictions imposed by child labor law provisions. See also **service learning**.

connecting activities	the coordinated involvement of employers, schools and students with such activities as, matching students with work-based learning opportunities; providing for the inservice of counselors, teachers, and mentors; helping with the placement of students in jobs; further education and/or training; and follow-up on students' progress after graduation. See also **coordination activities.**
contracted instruction	career and technical education instruction and support services provided by business, industry, and private educational agencies through formal written agreements with public education agencies. This arrangement can be a class size or less than class size program.
cooperative education	a method of instruction that combines work-related learning experiences available in the community with instruction provided in an educational institution.
cooperative education plans	school-sponsored plans that help students gain competitive occupational skills at industry standards by linking the school's occupational program/course of study with carefully supervised on-the-job training and performance.
coordination activities	the process of integrating the administrative, organizational, and instructional activities of work-based learning programs. See also **connecting activities**.
coordinator	an educator who coordinates school and occupational experiences for students. Sometimes referred to as a(n) instructor-coordinator, counselor-coordinator, school-to-work coordinator, school site mentor, or teacher-coordinator.
diversified cooperative education	a program to provide vocational education in schools where the required training facilities are lacking. On-the-job training is combined with classroom instruction through an agreement among the school, an employer, and a student. A diversified occupations coordinator places students in several occupational areas and works

	cooperatively with instructors who provide related vocational instruction. Also known as **diversified occupations**.
employer	general term for any individual, corporation, or other operating group which hires workers and includes both public and private employers. Also known as **mentor**.
employer certified program	employer or employer groups which provide structured on-the-job training and paid employment. The training is closely linked to the instruction provided by a school partner. The employer commitment is normally less than a three year apprenticeship program. Employers do not agree to hire enrollees after program completion, but it is a frequent occurrence.
experiential education	refers to the many practices of utilizing out-of-classroom, off-campus resources as a learning laboratory.
externship	a program to give an advanced student paid work experience and training in the workplace. See also **field study** and **internship.**
field trips	short, school-supervised visits to a work-site, which are designed to supplement in-school instruction with relevant, real world situations.
field study	term primary used at the post-secondary level for academically credited field experiences designed to meet specific academic objectives. Field study can be general and interdisciplinary in nature or oriented toward specific pre-professional training. See also **externship**, **internship**, and **practicums**.
internship	a period of time spent in the business, industry, or other agency for the purpose of providing a student with opportunities to gain insight and direct experience related to one of more functions of the organization. Internship gives a student paid or unpaid work

	experience in a career field of study. Unpaid internships usually give school credit. Also known as **clinicals**, **externships**, **field study**, and **practicums**.
job placement director	a person who assists individuals seeking employment. Normally this placement services is provided after the individual has completed a program of instruction. Also known as a **job placement coordinator**.
job shadowing	an experiential learning activity which is normally designed to be a short-term, non-intrusive direct observation of individuals who are directly involved in the work place.
job supervisor	See **training sponsor** and **worksite mentor**.
less than class size	See **contracted instruction**.
local partnership	a local entity that is responsible for local School-to-Work Opportunities programs and that- A) consists of employers, representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators, representatives of labor organizations or non-managerial employee representatives, and students, and B) may include other entities as identified in the Act.
magnet schools	See **career academies**.
mentor	a person of age or experience seniority who undertakes to guide the career development of a younger person or person of lesser experience.

mentorship	a term used for students who spend time with a skilled worker in their area of interest who provides information and guides work experience and skill development.
on-site school-based enterprise	a firm which locates a branch of its business on school grounds and allows students to do the work of the enterprise (i.e. credit unions. restaurants).
on-site training	a firm locates a training center on the school grounds and selects some of the students to work in an off-campus location (i.e. Best Western Hotels).
on-the-job training	the instruction in the performance of sequentially planned tasks given a student by an employer during usual working hours. Learning experiences involve both the theoretical application and the skill aspects of the learning situation.
practicum	See **internship**.
pre-apprenticeship	educational programs or courses that prepare potential workers (youth and adults) for entry into a Registered Apprenticeship Program. Also known as **school-to-apprenticeship** and **youth apprenticeship.**
registered apprenticeship agency	either the Bureau of Apprenticeship and Training in the U.S. Department of Labor or a State apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for State registration or approval of local apprenticeship programs and agreements for Federal purposes.
registered apprenticeship program	a program registered by a registered apprenticeship agency.
related instruction	instruction specifically designed to improve personal and social skills, provide needed basic education and develop relevant occupational skills and knowledge. Instruction should be regularly scheduled, complement occupational learning experiences, and be

	planned and developed to meet the specific needs of each student. Instruction should include occupational information and related work-adjustment skills.
school-based enterprise	an activity sponsored or conducted by a school, that engages groups of students in producing goods or services for sale or use to people other than the students involved.
school-based learning	career exploration and counseling, choice of a career major or cluster, and a planned program of study that is based on high academic and skill standards, which may include postsecondary as well as secondary school preparation.
school site mentor	a professional who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, and the employer to design and monitor the progress of the student's school-to-work program. Also known as **coordinator, school-to-work coordinator, teacher-coordinator**.
school-to-apprenticeship	an employer, employer association, or the employer and the union, establish programs that allow high school seniors to participate in a registered apprenticeship program while completing their requirements for graduation. Also known as **pre-apprenticeship** and **youth apprenticeship.**
school dropout	a youth who is no longer attending any school and who has not received a secondary school diploma or a certificate from a program of equivalency for such a diploma.
school-to-work transition	the process by which a student who has demonstrated mastery of basic academic skills, acquires practical and technical knowledge to progress into a productive and satisfying job or career in the labor force.
Secretaries	means the U.S. Secretaries of Education and Labor.
service learning	programs which emphasize the contribution of useful services to an organization or community by students and the learning which

	occurs as a result of the experience is usually credited. Service learning involves the integration of service opportunities with academic learning by incorporating lessons from work into the classroom curriculum, i.e. cleaning up a local stream while studying ecology and pollution. Service learning can provide exposure to private and public sector career opportunities, real world experiences, and allow students to be actively involved prior to reaching "employment age."
service opportunity	a program or project that enables participants to perform meaningful and constructive service in agencies, institutions, and situations where the application of human talent and dedication may help to met human, educational, linguistic, public safety, and environmental community needs.
skill certificate	a portable, industry-recognized credential issued by a School-to-Work Opportunities program under a statewide School-to-Work Opportunities plan submitted by a state and approved by the Secretaries of Education and Labor certifying that a student has mastered skills that are benchmarked to high-quality standards. Also known as **certificates of mastery**.
skill standards	statements which identify the knowledge, skill, and level of ability an individual needs to perform successfully in the work place. Standards can be tailored to any occupational cluster or industry to reflect its particular needs and environment.
student learner	a person enrolled in a cooperative vocational education program who alternates instruction in school with a job in any occupational area.
teacher coordinator	an educator who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction (related instruction) with learning activities at the training station. The teacher-coordinator is responsible for the evaluation procedures used in he program. See also **coordinator**, **school site mentor**, or **school-to-work coordinator**.

training agreement	a written agreement that outlines the specific responsibilities of the student-learner, the employer, the parent or guardian, the teacher-coordinator and the school district to a work-site based education program.
training plan	an educational plan often used in conjunction with a training agreement. Specific job tasks to be learned on the job and in the educational institution are included, along with an organized plan for the orderly acquisition and progression of job, duties, and tasks.
training sponsor	an individual directly responsible for supervising students' on-the-job learning experiences. Also known as **job supervisor**, and **work site mentor**.
training station	an organization providing on-the-job training experiences for students enrolled in a cooperative education program. Also known as **employer**, and **work site**.
work experience	a generic term that is used as an umbrella for any type of work experience (paid or non-paid, for credit or non-credit).
work-based education	a planned program of job training and experience that make use of business and industry sites as part of the school's curriculum. Also known as **work-site based learning** and **work-site learning**.
work-based learning	See **work-based education**.
workplace mentor	means an employee at the workplace who possesses the skills and knowledge to be mastered by a student, and who instructs the students, critiques the student's performance, challenges the student to perform well, and works in conjunction with classroom teachers and the employer. Also known as **job supervisor**, **training sponsor** or **worksite mentor.**

work-site learning	See **work-based education**.
work-study	College Work-Study program which provides work experience provided to postsecondary students with financial need while attending an educational institution. Under this federally funded program, students can receive work assignments on or off campus. On-campus assignments are 100 percent reimbursed by the federal government. If off-campus, the government contributes 80 percent of the student's wages and the host organization 20 percent. Students can work part-time during the school year and full-time during the summer. In Michigan the term is also used for special education students who are participating in a supervised special education school to work transition program coordinated by a school official known as a special education work-study coordinator.
youth apprenticeship	program designed for secondary students whereby the students are placed in apprenticeship positions with local employers, become indentured and registered as apprentices while completing their high school education. After high school program completion, the students continue their apprenticeship with an area business and post secondary institution. Also known as **pre-apprenticeship & school-to-apprenticeship**.

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Appendix A

Duties and Tasks of a School-to-Work Coordinator

Appendix A

Duties and Tasks of a School-to-Work Coordinator

Duty Area: Performing Coordination Activities

Tasks:

1) Visit worksites to discuss student-learner progress.

2) Observe safety conditions present in worksites.

3) Follow termination procedures for student-learners who leave worksites.

4) Keep a log of coordination visits.

5) Arrange learning activities for work-based learning students who are currently unemployed.

6) Keep a bi-weekly attendance and time verification record.

7) Complete a written training agreement for each student-learner.

8) Complete a written training plan for each student-learner.

9) Use a rating form for evaluation purposes.

10) Arrange work hours for student-learners.

11) Maintain student-learner records.

12) Encourage student-learner attendance at school and at the worksite.

13) Correlate content of in-school instruction with worksite learning experiences.

Duty Area: Performing Liaison Activities

Tasks:

1) Obtain input from worksite mentors for use in related instruction.
2) Arrange school schedules with students, faculty, and mentors.
3) Consult with counselors, administrators, and other teachers about students enrolling in work-based programs.
4) Orient students to program policies and procedures.
5) Orient parents/guardians to program policies and procedures.
6) Orient faculty to program policies and procedures.
7) Assist with student personal adjustment.
8) Confer with students about education progress in school.
9) Conduct parent/guardian conferences regarding students enrolled in the program.
10) Participate on advisory committees.
11) Inform civic, business, and union organizations about work-based education.
12) Inform students about work-based learning.
13) Use promotional brochures to inform school personnel and the community about work-based programs.
14) Plan and conduct a mentor recognition activity.

Duty Area: Providing Technical Assistance

Tasks:

1) Encourage worksite mentors to provide a variety of learning experiences for student-learners.
2) Assess student-learner performance with worksite mentors.
3) Assist worksite mentors in obtaining student-learner sub-minimum wage exemptions.
4) Complete Targeted Jobs Tax Credit (TJTC) forms.
5) Communicate with worksite mentors regarding student-learner and co-employee working relationships.
6) Inform mentors regarding federal laws related to the employment of minors.
7) Inform mentors regarding State of Michigan laws related to the employment of minors.
8) Attend district, region or state workshops, meetings, and seminars.
9) Keep current on technological changes in business and industry.
10) Participate in local, regional, and state professional organizations.
11) Implement an orientation and development program for mentors.

Duty Area: Providing Placement Assistance

Tasks:

1) Locate prospective training stations.
2) Practice non-discriminatory placement procedures with employers.

3) Relocate students to different training stations when student-learners lose employment.

4) Relocate student-learners to different worksites when more desirable learning can occur.

5) Arrange job interviews for students.

6) Assist students with work-based program applications.

7) Conduct student interviews with potential enrollees.

8) Analyze cumulative student records for placement purposes.

9) Assist students with employment applications.

10) Assist students in preparing for job interviews.

11) Consult with agency placement specialists for the purpose of identifying placement opportunities for work-based education students.

12) Cooperate with area school placement personnel.

Duty Area: Performing Follow-up Activities

Tasks:

1) Evaluate prospective training stations.

2) Write letters of recommendation for students-learners and/or graduates.

3) Conduct annual follow-up studies on student-learners.

4) Complete reports on work-based education students.

Record/Forms

Recognition is given to the following agencies for their permission to include forms used in their respective agency, building and/or school districts.

Branch Area Careers Center - Coldwater, Michigan

Jenison High School - Jenison, Michigan

MarkEd Resource Center - Columbus, Ohio

Tuscola Area Skill Center - Caro, Michigan

As you consider each record/form identified in the appendices, please recognize that these are suggested forms only. Individual school districts may require additional information or additional forms unique to the school district or individual buildings within the district.

Appendix B

Job Change Forms

REQUEST FOR JOB CHANGE

Student name ______________________________

Present training station ______________________________

Present supervisor ______________________________

Telephone number ______________________________

Reasons for desired job change ______________________________

____

____

I want to end my employment with my present training station on ______________ (Date).

Training plans:

- ☐ I do not have another job.
- ☐ I have an appointment for a job interview with ______________ (Name of business) on ______________ (Date).
- ☐ I have been hired by ______________ (Name of business) and plan to start work there on ______________ (Date).

New training station ______________________________

New supervisor ______________________________

Address ______________________________

Telephone number ______________________________

My duties will be ______________________________

____

- -

To Be Completed by the Coordinator

Student Name ______________________ Date ______________

I do, Do not (Circle one) approve this job change.

Reason ______________________________

____

____
(Signature of Coordinator)

STUDENT-LEARNER TRANSFER FORM

Student-Learner____________________________________Transfer Date__________

Present Training Station____

Present Training Sponsor____

New Training Station____

New Training Sponsor____

REASON FOR TRANSFER:

COMMENTS:

DATE______________________SIGNATURE______________________________________

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

Appendix C

Coordination Visitation Report Forms

COORDINATION VISITATION REPORT

Student ______________________ Date ______________________

Training Station ____

Training Sponsor ____________________ Title ______________________

Time ______________________ Length of Visit ____________________

Purpose of Contact:

☐ Student Observation ☐ Student Evaluation ☐ Counseling

☐ Problem Resolution ☐ Other ______________________

Comments: Record observations, actions to be taken, recommendations. Identify specific strengths and needed improvements.

______________________________ ______________________

(Teacher-Coordinator) (Date)

COORDINATION LOG

SCHOOL____________________

COORDINATOR____________________

PERIOD FROM__________19__ to__________19__

DATE	PLACE AND PERSON VISITED TRAINING STATION/JOB SPONSOR	PURPOSE OF COORDINATION VISIT	NUMBER OF MILES DRIVEN

TOTAL NUMBER OF STUDENT-LEARNERS VISITED __________

TOTAL NUMBER OF TRAINING STATIONS/FIRMS VISITED __________

TOTAL NUMBER OF MILES DRIVEN __________

COMMENTS:

SIGNATURE:

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

LOCAL TRAVEL REIMBURSEMENT

(Name of School)

Teacher-Coordinator ____________________

Period Covered ____________________

DAY	FROM	TO	PURPOSE OF TRAVEL	MILES TRAVELED

TOTAL TRAVEL EXPENSE: (   ) MILES X (   ) Current Reimbursement Rate per Mile= $__________

PAYEE CERTIFICATION: This is an accurate statement of the expense incurred in discharging official business duties.

APPROVAL: I certify that the above expenses are necessary, proper, just and reasonable and were paid as such.

____________________ (Payee)

__________ (Date)

____________________ (Approving Official)

__________ (Date)

Appendix D

Attendance and Time Verification Forms

JENISON HIGH SCHOOL
CO-OP TIME VERIFICATION

STUDENT________________________________ TIME CARD #______________

DATES___________________________ TOTAL HOURS WORKED______________

TRAINING STATION____

	DATE	IN	OUT	IN	OUT	TOTAL
SUNDAY						
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						

	DATE	IN	OUT	IN	OUT	TOTAL
SUNDAY						
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						

EMPLOYERS SIGNATURE______________________________________

______ I WOULD LIKE AN APPOINTMENT WITH MY COORDINATOR

PLEASE TURN INTO THE CO-OP OFFICE EVERY TWO WEEKS BY WEDNESDAY!!!

***BE SURE TO WRITE IN THE TIME CARD # AND TOTAL OF HOURS AT THE TOP!**

COOPERATIVE EDUCATION
ATTENDANCE AND TIME VERIFICATION

STUDENT:____________________ PROGRAM:____________________

MONTH:__________ WEEK:_________ - _________ TOTAL HOURS:__________

TRAINING STATION:____

	DATE	IN	OUT	IN	OUT	TOTAL	TASKS PERFORMED
SUNDAY							
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							

	DATE	IN	OUT	IN	OUT	TOTAL	TASKS PERFORMED
SUNDAY							
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							

TOTAL __________

EMPLOYER SIGNATURE:____________________________________

PLEASE TURN INTO STUDENT SERVICES EVERY TWO WEEKS

CO-OP AND WORK EXPERIENCE
DAILY WORK LOG

OFFICE USE ONLY
IN ON TIME ______
COMPLETE ______
NEAT ______
SIGNATURE ______

TASC

NAME____
HOME SCHOOL__________________________________
PROGRAM_____________________________________
NAME OF EMPLOYER______________________________

INSTRUCTIONS: WRITE A SENTENCE DESCRIBING YOUR DAY AT WORK. INCLUDE THINGS YOU NOTICED, ANYTHING NEW OR UNUSUAL, PLEASANT OR UNPLEASANT, PROBLEMS YOU HAD AND WHAT YOU DID TO HELP SOLVE THE SITUATION. HAVE YOUR SUPERVISOR SIGN THIS AND TURN IT IN EVERY TWO WEEKS.

MONDAY DATE________________ HOURS WORKED________________

TUESDAY DATE________________ HOURS WORKED________________

WEDNESDAY DATE________________ HOURS WORKED________________

THURSDAY DATE________________ HOURS WORKED________________

FRIDAY DATE________________ HOURS WORKED________________

SATURDAY DATE________________ HOURS WORKED________________

SUNDAY DATE________________ HOURS WORKED________________

T.A.S.C. does not discriminate on the basis of sex, race, color, national origin or handicap in employment or any of its programs or activities.

____
SUPERVISORS SIGNATURE

ls
8-18-86

CO-OP AND WORK EXPERIENCE
DAILY WORK LOG

OFFICE USE ONLY

IN ON TIME ____
COMPLETE ____
NEAT ____
SIGNATURE ____

NAME ________________________________
HOME SCHOOL ________________________________
PROGRAM ________________________________
NAME OF EMPLOYER ________________________________

TASC

INSTRUCTIONS: WRITE A SENTENCE DESCRIBING YOUR DAY AT WORK. INCLUDE THINGS YOU NOTICED, ANYTHING NEW OR UNUSUAL, PLEASANT OR UNPLEASANT, PROBLEMS YOU HAD AND WHAT YOU DID TO HELP SOLVE THE SITUATION. HAVE YOUR SUPERVISOR SIGN THIS AND TURN IT IN EVERY TWO WEEKS.

MONDAY DATE ____________ HOURS WORKED ____________

TUESDAY DATE ____________ HOURS WORKED ____________

WEDNESDAY DATE ____________ HOURS WORKED ____________

THURSDAY DATE ____________ HOURS WORKED ____________

FRIDAY DATE ____________ HOURS WORKED ____________

SATURDAY DATE ____________ HOURS WORKED ____________

SUNDAY DATE ____________ HOURS WORKED ____________

T.A.S.C. does not discriminate on the basis of sex, race, color, national origin or handicap in employment or any of its programs or activities.

ls
8-18-86

____
SUPERVISORS SIGNATURE

Appendix E

Training Agreement Forms

COOPERATIVE EDUCATION TRAINING AGREEMENT

STUDENT/LEARNER INFORMATION

Name: ____ Home Phone: ____
Address: ____ S.S.# ____
City: ____ ZIP: ____ Home School: ____
Date of Birth: ____ Age: ____ Grade: ____

EMPLOYER INFORMATION

Name of Firm: ____ Supervisor: ____
Address: ____ Phone: ____
City: ____ ZIP: ____
Workers's Disability Carrier: ____ Policy No.: ____
Liability Insurance Carrier: ____ Policy No.: ____

EMPLOYMENT INFORMATION

Job Title: ____ Date Employment Begins: ____
Beginning Job Duties: Date Employment Ends: ____

Hours to be Worked:

	M	T	W	TH	F	S	S
Earliest							
Latest							

Training Duties: (See Training Plan)

Ave. Hrs. per Day: ____ Max. Hrs. PerWeek: ____
Starting Wage: ____

THE AGREEMENT:

The employment of the student learner will conform to all federal, state, and local laws and regulations, including those that prohibit discrimination against any applicant or employee because of race, color, age, sex, religion, marital status, national origin, ancestry or handicap.

* The employer agrees to employ student/learner for the purposes of receiving training and experience in the following occupational area: ____

* Related instruction will be provided by the school and detailed in the Training Plan.

* Student/learner needs to work an average of ____ hours/per week in order to become eligible for ____ credit hours.

FURTHER, THE EMPLOYER AGREES TO:

1. provide a work schedule of sufficient length to develop competencies for the occupation
2. complete a progress report for each marking period.
3. not terminate the student without consultation with the school coordinator.

FURTHER, THE STUDENT AGREES TO:

1. follow the policies and procedures of the employer and the school.
2. complete assignments of the employer and the school coordinator(s).
3. not quit the training program without the approval of the school coordinator.

We, the undersigned, agree to the conditions in this agreement:

Student-Learner ____ Date ____ Employer ____ Date ____

Parent/Guardian ____ Date ____ Teacher/Coordinator ____ Date ____

School ____ Phone ( )____

Address ____ City ____ ZIP ____

Appendix F

Training Plan Forms

for: ______________________________

School: ______________________________

Training Plan
General Marketing
Marketing Specialist Level Tasks

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).

RATING SCALE
1. Can perform task satisfactorily without supervision.
2. Can perform task with supervision–needs additional work.
3. Cannot perform task satisfactorily.

(✓) Check for on-the-job concentration during current evaluation period.

Final Teacher Approval	✓	TASKS	On-the-Job Evaluations			
			1	2	3	4
		NOTE: Tasks listed below have been selected for on-the-job evaluation; complete list is available in Student Competency Record.				
		Communications: Fundamentals	•	•	•	•
		Participate in a teleconference (CO:023)				
		Convince others of point of view (CO:024)				
		Make oral presentations (CO:025)				
		Write business letters (CO:133)				
		Write sales letters (CO:032)				
		Write sales letter series (CO:033)				
		Prepare simple written reports (CO:094)				
		Write letter reports (CO:034)				
		Write executive summaries (CO:035)				
		Distribution: Inventory Control	•	•	•	•
		Calculate inventory shrinkage (DS:026, DS LAP 4)				
		Maintain unit inventory control systems (DS:027)				
		Distribution: Management of Distribution	•	•	•	•
		Coordinate distribution with other marketing activities (DS:048)				
		Economics: International Concepts	•	•	•	•
		Evaluate influences on a nation's ability to trade (EC:042)				
		Financing: Credit: Extending Credit	•	•	•	•
		Facilitate completion of business credit applications (FI:004)				
		Interpret/Explain credit policies to customers (FI:005)				
		Explain credit statements to customers (FI:011)				
		Collect past-due accounts (FI:014)				
		Arrange extended repayment plan (FI:015)				
		Close credit accounts (FI:016)				
		Marketing-Information Management: Information Gathering	•	•	•	•
		Develop rating scale (IM:050)				
		Marketing-Information Management: Information Processing	•	•	•	•
		Identify statistical packages that can be used to analyze data (IM:072)				
		Mathematics: Basic Skills	•	•	•	•
		Solve first-degree algebraic equations (MA:103, MA LAP 44)				

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Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).

RATING SCALE

1. Can perform task satisfactorily without supervision.
2. Can perform task with supervision–needs additional work.
3. Cannot perform task satisfactorily.

(✓) Check for on-the-job concentration during current evaluation period.

Final Teacher Approval	✓	TASKS	On-the-Job Evaluations			
			1	2	3	4
		Mathematics: Financial Measures	*	*	*	*
		Calculate net sales (MA:349)				
		Calculate financial ratios (MA:135)				
		Management: Decision Making	*	*	*	*
		Identify the marketing decision-problem (MN:108)				
		Develop alternative responses to decision-problems (MN:109)				
		Establish criteria for evaluating alternative responses to decision-problems (MN:110)				
		Project outcomes of alternatives to decision-problems (MN:111)				
		Pricing: Determining Prices	*	*	*	*
		Calculate break-even point (PI:006)				
		Promotion: Advertising: Media Selection	*	*	*	*
		Calculate media costs (PR:009, PR LAP 6)				
		Select promotional media (PR:010, PR LAP 5)				
		Promotion: Advertising: Print Advertisements	*	*	*	*
		Prepare (print) advertising copy (PR:016, PR LAP 9)				
		Check advertising proofs (PR:021)				
		Promotion: Publicity/Public Relations	*	*	*	*
		Obtain publicity (PR:055, PR LAP 8)				
		Write a news release (PR:057, PR LAP 10)				
		Promotion: Sales Promotion: Direct Marketing	*	*	*	*
		Design promotional brochures (PR:092)				
		Promotion: Management of Promotion	*	*	*	*
		Select products to promote (PR:074)				
		Use past advertisements to aid in promotional planning (PR:075)				
		Coordinate promotional activities (PR:076)				
		Coordinate promotional and selling activities (PR:078)				
		Monitor competitors' promotions (PR:096)				
		Purchasing: Nature and Scope	*	*	*	*
		Determine what goods and services to buy (PU:004)				
		Determine quantities of goods and services to buy (PU:005)				
		Determine when to buy goods (PU:006)				
		Purchasing: Vendor Relationships	*	*	*	*
		Conduct vendor search (PU:027)				
		Apply vendor analysis (PU:028)				
		Choose vendors (PU:008)				
		Obtain competing prices from vendors (PU:029)				
		Negotiate contracts (PU:030)				
		Develop product specifications (PU:031)				
		Review performance of vendors (PU:032)				

BEST COPY AVAILABLE

Final Teacher Approval	✓	TASKS	On-the-Job Evaluations			
			1	2	3	4
		Purchasing: Buying Activities	*	*	*	*
		Analyze/Select appropriate products (PU:012)				
		Calculate merchandising-related discounts (PU:013, PU LAP 3)				
		Determine final cost of product to company (PU:014)				
		Prepare order routine specification (PU:033)				
		Prepare blanket contract with vendor (PU:034)				
		Order merchandise (PU:015)				
		Schedule regular product deliveries (PU:016)				
		Risk Management: Speculative Risks	*	*	*	*
		Interpret financial news reports (RM:030)				
		Selling: Understanding Customers/Clients	*	*	*	*
		Address needs of individual personalities (SE:810, SE LAP 112)				
		Use buying motives as basis of sales presentation (SE:883, SE LAPs 102,109)				
		Facilitate customer buying decisions (SE:811, SE LAP 108)				
		Develop effective buyer-seller relationships (SE:066)				
		Selling: Process and Techniques	*	*	*	*
		Prepare for the sales presentation (SE:067)				
		Probe for information (SE:042, SE LAP 120)				
		Handle customer/client objections (SE:874, SE LAP 100)				
		Close the sale (SE:895, SE LAP 107)				
		Demonstrate suggestion selling (SE:875, SE LAP 110)				
		Negotiate selling contract (SE:060)				
		Sell good/service/idea to individuals (SE:046)				
		Sell good/service/idea to groups (SE:073)				
		Maintain customer cards (SE:001, SE LAP 116)				
		Selling: Management of Selling Activities	*	*	*	*
		Prepare sales reports (SE:056)				

GENERAL EVALUATION

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).

RATING SCALE

1. Excellent, above average.
2. Acceptable, but improvement possible.
3. Not acceptable, needs significant improvement.

WORK HABITS AND PERSONALITY TRAITS (Related MarkED Competencies)	Grading Period Ending 1	2	3	4
Human Relations				
Maintain appropriate personal appearance (HR:263, HR LAP 13)	*	*	*	*
Maintain positive attitude (HR:274, HR LAP 11)				
Demonstrate interest and enthusiasm (HR:303, HR LAP 20)				
Demonstrate responsible behavior (HR:022, HR LAP 5)				
Demonstrate honesty and integrity (HR:312, HR LAP 19)				
Demonstrate orderly and systematic behavior (HR:267, HR LAP 4)				
Demonstrate initiative (HR:317, HR LAP 14)				
Demonstrate self-control (HR:294, HR LAP 18)				
Demonstrate appropriate creativity (HR:296, HR LAP 15)				
Adjust to change (HR:301, HR LAP 8)				
Make decisions (HR:050)				
Use time-management principles (HR:044, HR LAP 22)				
Treat others fairly at work (HR:047, HR LAP 24)				
Foster positive working relationships (HR:269, HR LAPs 1,9)				
Participate as a team member (HR:051)				
Demonstrate ethical behavior (HR:053)				
Show empathy for others (HR:028, HR LAP 17)				
Use appropriate assertiveness (HR:021, HR LAP 16)				
Demonstrate problem-solving skills (HR:059)				
Demonstrate negotiation skills (HR:060)				

Validating Signatures

1. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

2. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

3. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

4. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

Training Plan
General Marketing
Entry & Career-Sustaining Level Tasks

or: ______________________________

School: ______________________________

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).

RATING SCALE

1. Can perform task satisfactorily without supervision.
2. Can perform task with supervision–needs additional work.
3. Cannot perform task satisfactorily.

(✓) Check for on-the-job concentration during current evaluation period.

Final Teacher Approval	✓	TASKS	On-the-Job Evaluations 1	2	3	4
		NOTE: Tasks listed below have been selected for on-the-job evaluation; complete list is available in Student Competency Record.				
		Communications: Fundamentals	*	*	*	*
		Apply effective listening skills (CO:017)				
		Use proper grammar and vocabulary (CO:004)				
		Reinforce service orientation through communication (CO:018)				
		Address people properly (CO:005)				
		Handle telephone calls in a businesslike manner (CO:114)				
		Use voice mail (CO:021)				
		Use car phone (CO:022)				
		Use e-mail (CO:026)				
		Write thank-you notes to customers (CO:027)				
		Write routine claims and adjustments (CO:028)				
		Write acknowledgements (CO:029)				
		Write memorandums (CO:030)				
		Write persuasive letters (CO:031)				
		Communications: Staff	*	*	*	*
		Follow directions (CO:119)				
		Distribution: Customer Service	*	*	*	*
		Prepare invoices (DS:030)				
		Distribution: Inventory Control	*	*	*	*
		Maintain inventory levels (DS:023)				
		Complete inventory counts (DS:025, DS LAP 6)				
		Use an on-line inventory management system to locate and determine the availability of goods within the business (DS:046)				
		Financing: Credit: Extending Credit	*	*	*	*
		Facilitate completion of credit applications (FI:003)				
		Human Relations: Self-Understanding	*	*	*	*
		Develop personality traits important to business (HR:286, HR LAP 10)				
		Recognize personal biases and stereotypes (HR:048)				
		Human Relations: Self-Development	*	*	*	*
		Assess personal interests and skills (HR:049)				
		Use feedback for personal growth (HR:295, HR LAP 3)				
		Set personal goals (HR:014, HR LAPs 6,7)				

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Ratings are assigned by the instructor
in conjunction with the training sponsor
(where appropriate).

RATING SCALE

1. Can perform task satisfactorily without supervision.
2. Can perform task with supervision–needs additional work.
3. Cannot perform task satisfactorily.

(✓) Check for on-the-job concentration during current evaluation period.

Final Teacher Approval	✓	TASKS	On-the-Job Evaluations			
			1	2	3	4
		Human Relations: Interpersonal Skills: Customer Relationships	*	*	*	*
		Handle customer inquiries (HR:004)				
		Direct customer/client to other locations (HR:031)				
		Human Relations: Interpersonal Skills: Dealing with Conflict	*	*	*	*
		Handle difficult customers (HR:045, HR LAP 21)				
		Interpret business policies to customers/clients (HR:030, HR LAP 25)				
		Handle customer/client complaints (HR:046, HR LAP 23)				
		Handle situations when the customer is at fault (HR:062)				
		Mathematics: Basic Skills	*	*	*	*
		Solve addition problems (MA:097, MA LAP 41)				
		Solve subtraction problems (MA:098, MA LAP 41)				
		Solve multiplication problems (MA:099, MA LAP 42)				
		Solve division problems (MA:100, MA LAP 42)				
		Solve mathematical problems involving fractions (MA:101, MA LAP 43)				
		Solve mathematical problems involving percentages (MA:377, MA LAP 43)				
		Read charts and graphs (MA:113, MA LAP 51)				
		Mathematics: Cashiering Procedures	*	*	*	*
		Make change (MA:386, MA LAP 50)				
		Calculate tax, discounts, and miscellaneous charges for purchases (MA:089)				
		Management: Leading	*	*	*	*
		Orient new employees (MN:078)				
		Operations: Equipment	*	*	*	*
		Handle company equipment properly (OP:696)				
		Operate calculator (OP:133)				
		Operate fax machine (OP:185)				
		Use computer to prepare written communications (OP:187)				
		Use modem (OP:188)				
		Risk Management: Pure Risks: Safety Considerations	*	*	*	*
		Follow safety precautions (RM:010, RM LAP 2)				
		Use fire and safety equipment (RM:008)				
		Selling: Product Knowledge	*	*	*	*
		Acquire product information for use in selling (SE:062)				
		Acquire company information for use in providing customer service (SE:063)				
		Access information stored in computerized information system to determine product availability and best way to service a product (SE:064)				
		Selling: Process and Techniques	*	*	*	*
		Open the sales presentation (SE:869)				
		Question for information (SE:024, SE LAP 114)				
		Suggest product substitutions (SE:871, SE LAP 111)				
		Demonstrate product (SE:893, SE LAP 103)				
		Demonstrate feature-benefit selling (SE:873, SE LAP 113)				
		Selling: Support Activities	*	*	*	*
		Process telephone orders (SE:835)				

Final Teacher Approval	✓	TASKS	On-the-Job Evaluations 1	2	3	4
			*	*	*	*

GENERAL EVALUATION

Ratings are assigned by the instructor
in conjunction with the training sponsor
(where appropriate).

RATING SCALE

1. Excellent, above average.
2. Acceptable, but improvement possible.
3. Not acceptable, needs significant improvement.

WORK HABITS AND PERSONALITY TRAITS (Related MarkED Competencies)	Grading Period Ending			
	1	2	3	4
Human Relations	*	*	*	*
Maintain appropriate personal appearance (HR:263, HR LAP 13)				
Maintain positive attitude (HR:274, HR LAP 11)				
Demonstrate interest and enthusiasm (HR:303, HR LAP 20)				
Demonstrate responsible behavior (HR:022, HR LAP 5)				
Demonstrate honesty and integrity (HR:312, HR LAP 19)				
Demonstrate orderly and systematic behavior (HR:267, HR LAP 4)				
Demonstrate initiative (HR:317, HR LAP 14)				
Demonstrate self-control (HR:294, HR LAP 18)				
Adjust to change (HR:301, HR LAP 8)				
Make decisions (HR:050)				
Treat others fairly at work (HR:047, HR LAP 24)				
Foster positive working relationships (HR:269, HR LAPs 1,9)				
Participate as a team member (HR:051)				
Demonstrate ethical behavior (HR:053)				
Show empathy for others (HR:028, HR LAP 17)				
Use appropriate assertiveness (HR:021, HR LAP 16)				
Demonstrate problem-solving skills (HR:059)				

Validating Signatures

1. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

2. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

3. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

4. ______________________________
(student employee) (date)

____
(employer) (date)

____
(teacher-coordinator) (date)

Appendix G

Evaluation and Rating Forms

STUDENT PROGRESS REPORT

____________________High School

Trainee Name ____ Training Station ____

Grading Period ______1______2______3______4______5______6

Please evaluate the student-trainee as fairly as possible. **Circle the number** for each statement that most accurately reflects the student's performance in that category. Return the form to the teacher-coordinator when you have finished it.

	Excellent (A)	**Above Average (B)**	**Average (C)**	**Below Average (D)**	**Unsatisfactory (F)**
Produces quality work Reports to work promptly when scheduled	10	9-8-7	6-5-4	3-2-1	0
Uses time wisely	10	9-8-7	6-5-4	3-2-1	0
Demonstrates honesty and integrity	10	9-8-7	6-5-4	3-2-1	0
Demonstrates interest and enthusiasm	10	9-8-7	6-5-4	3-2-1	0
Demonstrates responsible behavior	10	9-8-7	6-5-4	3-2-1	0
Cooperates with others	10	9-8-7	6-5-4	3-2-1	0
Responds to feedback constructively	10	9-8-7	6-5-4	3-2-1	0
Uses/Maintains materials and equipment appropriately	10	9-8-7	6-5-4	3-2-1	0
Follows company policies	10	9-8-7	6-5-4	3-2-1	0
Maintains appropriate personal appearance	10	9-8-7	6-5-4	3-2-1	0

Comments____

Rated By______________________________ Position______________________________ Date______________________________

EMPLOYEE PROGRESS REPORT

Date________

Employee____________________ Job Classification______________________

THIS REPORT IS MADE OUT FOR (CHECK ONE):
Grading Periods
( ) 9 Weeks ( ) 27 Weeks
( ) 18 Weeks ( ) Final

This rating sheet provides a practical method through which the ability of the individual can be judged with a reasonable degree of accuracy and uniformity. Indicate your opinion of this employee by placing an "X" in the block by the phrase which seems to fit the person best. Please follow these instructions carefully:

1. Use your own independent judgement.
2. Disregard your general impression of the person and concentrate on one factor at a time.
3. When rating an employee, call to mind instances that are typical of his/her work and way of acting. Do not be influenced by UNUSUAL SITUATIONS that are not typical.
4. Make your rating with the utmost care and thought. Be sure that it represents a fair and square opinion.

I. ATTENDANCE
  1. Punctuality
    a. ( ) Always on time
    b. ( ) Occasionally late
    c. ( ) Requires occasional reminding
    d. ( ) Often tardy - job apparently of secondary importance
    e. ( ) Always tardy
  2. Dependability
    a. ( ) Perfect record since last rating
    b. ( ) Rarely absent
    c. ( ) Frequently absent - but for cause
    d. ( ) Poor record - requires counseling
    e. ( ) Unsatisfactory - work suffers

II. PERSONAL QUALIFICATIONS
  1. Appearance
    a. ( ) Neat and in good taste
    b. ( ) Neat but occasionally not in good taste
    c. ( ) Sometimes careless about appearance
    d. ( ) Untidy
    e. ( ) Unsuitable for job
  2. Personality
    a. ( ) Exceptionally pleasing - a decided asset
    b. ( ) Makes good impression - wears well
    c. ( ) Makes good first impression only - doesn't wear well
    d. ( ) Makes fair impression only
    e. ( ) Creates unfavorable impression

EMPLOYEE PROGRESS REPORT CONTINUED

3. Notification
   a. ( ) Always notifies in time
   b. ( ) Notifies but usually too late to get substitute
   c. ( ) Occasionally late or absent without notification
   d. ( ) Requires inquiry as to why late or absent
   e. ( ) Often fails to notify

3. Tact and Courtesy
   a. ( ) Shows exceptional tact and courtesy
   b. ( ) Tactful and considerate of others
   c. ( ) Occasionally untactful and inconsiderate
   d. ( ) Attains goal but arouses antagonism
   e. ( ) Often breeds trouble

III. CAPACITY

1. Ability to learn
   a. ( ) Learns with exceptional rapidity
   b. ( ) Grasps instructions readily
   c. ( ) Average ability to learn new things
   d. ( ) Somewhat slow in learning
   e. ( ) Limited in learning new duties

2. Initiative
   a. ( ) Always finds extra work to do
   b. ( ) Pushes work through on own initiative
   c. ( ) Normal supervision required - not a self starter
   d. ( ) Needs considerable supervision
   e. ( ) Must always be told what to do

3. Judgement
   a. ( ) Outstanding ability to reach sound and logical conclusions
   b. ( ) Action generally based on good reasoning
   c. ( ) Average judgement
   d. ( ) Usually makes decision without considering all alternatives
   e. ( ) Conclusions often faulty

IV. ATTITUDE TOWARD JOB

1. Interest
   a. ( ) Shows intense enthusiasm and interest in all work
   b. ( ) Shows interest; enthusiasm is not sustained
   c. ( ) Passive acceptance; rarely shows enthusiasm
   d. ( ) Shows little or no interest
   e. ( ) Dislikes work

V. JOB PERFORMANCE

1. Accuracy
   a. ( ) Rarely makes mistakes
   b. ( ) Above average
   c. ( ) Average
   d. ( ) Below Average
   e. ( ) Highly inaccurate

2. Neatness
   a. ( ) Takes pride in appearance of work. Has "sense" of neatness
   b. ( ) Usually turns out neat work
   c. ( ) Apparently lacks "sense" of neatness. Requires reminding
   d. ( ) Too often sacrifices neatness for quantity
   e. ( ) Majority of work must be done over

EMPLOYEE PROGRESS REPORT CONTINUED

2. Cooperation
    a. ( ) Goes all out to cooperate with associates and management
    b. ( ) Promotes cooperation and good will
    c. ( ) Moderately successful in cooperating with others
    d. ( ) Cooperates reluctantly and sometimes causes dissension
    e. ( ) Uncooperative. Often breeds trouble

3. Quantity
    a. ( ) Unusually high output - meets emergency demands well
    b. ( ) Consistently turns out more than average
    c. ( ) Finishes allotted amount
    d. ( ) Does just enough to get by
    e. ( ) Amount of work done is inadequate

3. Responsibility
    a. ( ) Seeks additional responsibilities
    b. ( ) Willingly accepts additional responsibilities
    c. ( ) Reluctant to accept additional responsibilities
    d. ( ) Avoids responsibility
    e. ( ) Cannot be depended upon

1. How long has this student been under your supervision? ______________

2. What do you consider his/her STRONGEST POINTS? ______________

3. What do you consider his/her WEAKEST POINTS? ______________

4. What steps are being taken to correct this (or these) weakness? ______

5. Give a brief appraisal of employee's potentialities: ______________

6. Has this report been discussed with employee? ( ) Yes ( ) No

If not, why? ______________

______________________ Signature - Training Sponsor

______________ Title

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

Name ______________________

Street ______________________

City ______________________

[illegible]ate ______________ Zip ________

Place
First Class
Stamp
Here

COOPERATIVE EDUCATION - PROGRESS REPORT

Student Name ______________________ School ______________

Evaluator's Name ______________________ (Print) Date ______________

Evaluator's Signature ______________________

DIRECTIONS: Rate (√) each of the following areas

	Acceptable	**Not Acceptable, Improvement Needed**
1 Completes work assignments accurately	______	______
2 Arrives on time for work	______	______
3 Works when scheduled	______	______
4 Dresses & grooms correctly	______	______
5 Accepts constructive criticism	______	______
6 Follows instructions	______	______
7 Uses time appropriately	______	______
8 Cooperates with other employees	______	______
(additional areas)	______	______
9 ______________________	______	______
10 ______________________	______	______

Your suggested "letter" grade for the marking period (Circle one)

A B C D E F

Have you shared this Progress Report with the student? Yes ______ No ______

Additional Comments ______________________

____

Please mail or return the Progress Report, as suggested by the school coordinator

BEST COPY AVAILABLE

COOPERATIVE EDUCATION - PROGRESS REPORT

Student Name ______________________ School ______________________

Evaluator's Name ______________________ Date ____________

Evaluator's Signature ______________________

DIRECTIONS. Rate ✓ each of the following areas	**Acceptable**	**Not Acceptable, Improvement Needed**
1 Completes work assignments accurately	____	____
2 Arrives on time for work	____	____
3 Works when scheduled	____	____
4 Dresses & grooms correctly	____	____
5 Accepts constructive criticism	____	____
6 Follows instructions	____	____
7 Uses time appropriately	____	____
8 Cooperates with other employees	____	____
(additional areas)		
9 ______________________	____	____
10 ______________________	____	____

Your suggested "letter" grade for the marking period (Circle one)

A B C D E F

Have you shared this Progress Report with the student? Yes ______ No ______

Additional Comments ______________________

Please mail or return the Progress Report as suggested by the school coordinator.

Name ______________________

Street ______________________

City ______________________

State ____________ Zip ________

Place
First Class
Stamp
Here

BEST COPY AVAILABLE

Appendix H

School Schedule Change Request Forms

SCHEDULE CHANGE REQUEST FOR CO-OP

NAME______________________________GRADE__________

Approved for Co-op in________________________________area.

Work hours in______a.m.______p.m.

School hours________

Related class____________

*Related class is to be effective on____________________________

____
Coordinator

____
Date

*If not possible, please see the Coordinator

SCHEDULE CHANGE REQUEST FOR CO-OP

NAME______________________________GRADE__________

Approved for Co-op in________________________________area.

Work hours in______a.m.______p.m.

School hours________

Related class____________

*Related class is to be effective on____________________________

____
Coordinator

____
Date

*If not possible, please see the Coordinator

Appendix I

Program Policy Forms

TUSCOLA AREA SKILL CENTER
COOPERATIVE STUDENT OBLIGATIONS

Cooperative Education is a full-time school program. This program represents an extension of educational facilities into the community and gives students an opportunity to continue the training they have received in school. With this unique type of educational opportunity comes personal responsibilities. The CO-OP student is actually an ambassador of the school and the entire school system is often judged on the basis of this one person. Therefore, it is very important that only selective students are accepted for the program.

Below are some of the physical and mental qualities that are expected of CO-OP students. It is important that these be understood by you and your parents before you begin this program.

1. A co-op student will dress appropriately for the job.
2. A co-op student must conform to all school rules and regulations, meet class responsibilities and maintain grades at a satisfactory level. (Both at Tuscola Area Skill Center and the home school)
3. A co-op student needs to accept the responsibility for his/her own behavior and conduct while in school, on the job, and in the community. It is very important that co-op students are good citizens.
4. A co-op student should feel that honesty is essential in all business and personal dealings. A student must deliver an honest day's work for his/her employer. He/she will assume responsibility for his/her job and abide by the rules and regulations which apply to full-time employees, including labor laws of the State and National Governments.
5. If a co-op student is too ill to come to school, he/she is too ill to go to work. Such action constitutes an absence from school. The student must be at work on time. Two tardies equals one absence. Dependability and punctuality are vital to successful employment. Co-op students will lose their job if their attendance becomes unacceptable to both the employer and coordinator. The co-op student may lose their vocational certificate or credit for attendance reasons. The student handbook attendance policy does not apply to a co-op student.
6. If a student is absent or late for work, the employer and the Skill Center **MUST** be called. The Skill Center number is 673-5300.
7. In accepting a job, a student cannot quit it without first consulting the coordinator. The student is expected to stay on the job for the remainder of the school year, unless the employer does not need him/her all year.
8. A co-op student must provide their own transportation to and from the work site.
9. A co-op student will be expected to pick up, complete and return all necessary paper work as required by the Coordinator. Students will fail co-op and lose their job if work logs are not turned in timely.
10. A co-op student must take initiative to look for things to do with out being told by the supervisor.
11. A co-op student is expected to practice good health habits. You cannot do your best work when tired.
12. A co-op student must keep all information concerning their employer and the business strictly confidential.
13. All co-op students are expected to attend the appreciation breakfast to thank their employers for their training experience.

PARENT/GUARDIAN

It is important that you agree to support the school and the employer in carrying forward this co-operative plan. It is important that you understand that co-operative employment is dependent on: A. Satisfactory school records in grades and attendance. B. Satisfactory employment record. C. Availability of suitable employment that will benefit the student vocationally.

I have read the above rules and I am willing to abide by them if I am accepted on the Cooperative Education Program.

Student Signature	Parent Signature	Date

CO-OP RELEASE AUTHORIZATION

I fully understand the rules of the program. I realize that this is a full year program and if I drop or am dropped from the program before the end of either semester, I will not receive any credit for the course. I further understand that if I fail to abide by the regulations of said program, I may be subject to suspension from the Co-op Program with loss of credit for the course. I also understand that job changes are prohibited.

I authorize the Jenison Co-op Office to release my program records to any requesting organization and agree that the office be absolved of any responsibility in connection with such a release.

I reserve the right to cancel this authorization at any time by written notice to the Jenison High School Co-op Office.

______________________________ ______________________

Student Signature Date

I give my son/daughter permission to be on Co-op.

______________________________ ______________________

Parent or Guardian Signature Date

NOTICE OF NON-DISCRIMINATION

All Vocational and Cooperative Education programs follow the Jenison Public School District's policies of non-discrimination on the basis of race, color, national origin, sex or handicap in all activities and in employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

Interview Notes:

Appendix J

Promotional Brochures

Appendix K

Job Interview Introduction Forms

JOB INTERVIEW CARD

COOPERATIVE EDUCATION OFFICE

This introduces______________________________, Age________

Address______________________________, Phone________

Applying for the job of______________________________

at____

Name of Company Phone

Address____

Applicant is to see______________________________, Date________

Related High School Academic and Vocational Courses

Previous Work Experiences

Referred by:______________________________Phone

· PLEASE DETACH HERE ·

__ Trade & Industrial

__ Marketing and Distributive Educ.

__ Agriculture

__ Home Economics

__ Business and Office Education

__ Health Occupation

As an aid to our cooperative program, please fill out and mail this self-addressed form.

______________________________was interviewed for the

job of____

Name of Company

The applicant is: (please check one) _____Hired _____Not Hired

Reasons for not hiring the applicant: ______________________________

Remarks:____

Date Signed Title

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

Introduction Card

School's Name
School's Address
School's Phone Number

To ______________________________ Title ____________________________

Business ____

Address ____

From ____

This will introduce ____________________________________ who is a marketing education student at our high school. We have recommended the student for an interview with you on ________________________ at ______________. Thanks for your assistance.

Please see the reverse side.

(Front)

Interview Evaluation

After the interview, please complete this side of the card and mail it back to the school in the stamped envelope provided by the student.

Traits	Criteria		Comments
1. Appearance	☐ Appropriate	☐ Inappropriate	
2. Attitude	☐ Positive	☐ Negative	
3. Communication	☐ Clear	☐ Unclear	
4. Composure	☐ Composed ☐ Too Nervous	☐ Too Relaxed	
5. Promptness	☐ On Time	☐ Late	

General Comments ____

____

____

Signature ___________________________________ Date ________________

(Back)

Appendix L

Program Application Forms

APPLICATION FOR COOPERATIVE EDUCATION PROGRAM

I am interested in:
_____Agriculture Coop
_____Business/Office Coop
_____Marketing/Dist. Ed. Coop
_____Undecided
_____Health Coop
_____Home Ec. Coop
_____Trade and Industry Coop
_____Other

Indicate the type of work you would like to obtain through cooperative education:

First Choice:______________________ Second Choice:______________________
If you are working now, where are you employed?______________________
Type of work you perform on your job:______________________
Would you consider employment which includes weekend work?_____Yes _____No
Do you need any special services or assistance to allow you to participate in cooperative education? _____Yes _____No

Name____________________High School____________________Date__________
Street Address______________County__________City______________Zip__________
Phone______________Age*_____Birth Date_______Grade_____Soc. Sec. #______________
Drivers License #______________Is transportation available?______________
Name of parents/guardians______________________________
What is your present class schedule?

Hour	Subject	Teacher	Room	Hour	Subject	Teacher	Room
1.				5.			
2.				6.			
3.				7.			
4.				8.			

Please list all your work experience, starting with the most recent, whether you were paid or not.

Place of Employment	Type of Work	Dates

Skills acquired or courses taken that prepare you for potential placement in a cooperative training station
____
____
____

Your comments:______________________________
____

The cooperative education program affirms its commitment to carry out its civil rights obligation to eliminate discrimination and denial of services on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap.
*This item is used solely to determine legal hours and conditions of employment for minors in accordance with federal and state laws, rules and regulations.

JENISON HIGH SCHOOL
COOPERATIVE EDUCATION APPLICATION

Please PRINT OR TYPE Entire Application

Name ______________________________

Address ______________________________

City ____________________ Zip ________

Phone ________________ Grade Now _______

Birthday ____________________ Age ______

Social Sec. # ________________________

Drivers License # ____________________

Is Transportation Available? __________

Office Use Only

Date Received: ____________

Approved: Yes____ No____

Reimburses: Yes____ No____

Training Station: Yes____ No ____

Date Approved: ____________

Name of Parent/Guardian:

____

School Counselor:

____

1. **If you are presently employed and considering this employer for your Co-op job, where do you work?**

   ____

   Supervisor's Name ____________________________ Phone # ____________

2. Circle the area you have chosen as a vocational goal:
   - a. Accounting Occupations
   - b. Child Care Occupations
   - c. Health Care Occupations
   - d. Marketing Occupations
   - e. Office Occupations
   - f. Trade or Industry Occupations (circle one)
     - -Drafting
     - -Building Trades
     - -Other ______________________
     - -Electronic
     - -Metal Working

3. Indicate the type of work you would like to obtain while on Co-op, if not working:

   Ist choice ______________________ 2nd choice ____________________

4. SUBJECT for your Related Class: ________________________________

PARENTS AND STUDENTS

The primary purpose of COOPERATIVE EDUCATION is to give the student an opportunity to get practical experience in a real job situation and should be considered as an educational experience first and the opportunity to earn money should be considered secondary to it. Any student whose grades begin to fall or show a poor attendance record is subject to review and possible dismissal from the program.

PLEASE NOTE: THIS APPLICATION ONLY MEANS THAT YOU AS A PARENT, CONSENT TO YOUR CHILD APPLYING FOR CO-OP TRAINING AND DOES NOT GUARANTEE PLACEMENT. THIS IS A FULL SCHOOL YEAR COMMITMENT ON THE STUDENT'S PART. NO JOB CHANGES WILL BE PERMITTED AT ANY TIME DURING THE SCHOOL YEAR.

APPLICATION FORM

Marketing Education Internship
School's Name

PLEASE PRINT OR TYPE. Date ______________

1. Name ______________________________________
(Last) (First) (Middle)

2. Address ______________________________________
(P.O. Box or Street) (City) (Zip)

3. Phone ______________________________ SS# ______________

4. Current Class Schedule

Period	Subject	Teacher	Room #
1			
2			
3			
4			
5			
6			
Homeroom			

5. Have you ever been employed? ☐ Yes ☐ No

If yes, then provide the following information:

Name of Employer	Type of Work	Dates

6. Are you currently employed? ☐ Yes ☐ No

If yes, where? ______________________________________

7. Do you want to keep your current job for the internship course? ☐ Yes ☐ No

If no, explain. ____________________

8. What is your career goal? ____________________

9. Why do you want to be in the marketing education internship course?

____

____

10. Do you plan to continue your education after high school? ☐ Yes ☐ No

If yes, explain. ____________________

11. Are you willing to join DECA, the vocational student organization related to marketing education? ☐ Yes ☐ No

12. Are you willing to participate in an annual employer-recognition banquet sponsored by students in the internship? ☐ Yes ☐ No

13. Are there hours, days, times during the school year that you would be unable to work? ☐ Yes ☐ No

If yes, when and why? ____________________

____

14. What date are you available to begin work? ____________________

15. How will you get to and from work? ____________________

Signature ____________________

Signature ____________________ ____________________
(Parent or Guardian) (Date)

It is the policy of this school system not to discriminate in its admission requirements, educational programs, activities or employment policies in regard to gender, race, color, national origin, creed or handicapping conditions.

Appendix M

Monthly and Annual Report Forms

TUSCOLA AREA SKILL CENTER
MONTHLY PLACEMENT REPORT

DATE JULY & AUGUST 1993

JOB ORDERS 30

REFERRALS 53

PLACEMENTS

GRADUATE

Full Time Permanent
*R 2 *U 0 Non. Voc. 0

Full Time Temporary
R 0 U 0 Non. Voc. 0

Part Time Permanent
R 0 U 1 Non. Voc. 0

Part Time Temporary
R 0 U 0 Non. Voc. 0

IN SCHOOL

		S.N.	M	F
Co-op	18	3	3	15
Work Exp.	0	0	0	0
After School	0	0	0	0
Summer	0	0	0	0

TOTAL PLACEMENTS 21

VISITATIONS

Job Development	4
Follow-up	18
Public Relations	5
Program Development	3

TOTAL VISITATIONS 30

PHONE CONTACTS

Job Development	51
Follow-up	58
Public Relations	29
Program Development	20

TOTAL PHONE CONTACTS 158

STUDENT CONTACTS

Phone	182
In-Office	53
Mail	9
Auditorium	100
TOTAL	344

CURRENT YEAR TOTALS

Co-op Male 15 Female 19

Work Experience Male 0 Female 0

*R - Related
*U - Unrelated

Tuscola Area Skill Center

1401 Cleaver Road • Caro, Michigan 48723-9376 • (517) 673-5300 • Fax (517) 673-4228

PLACEMENT RESULTS 1993-94
(July 1993 - June 1994)

PERSONAL EMPLOYER CONTACTS	**PLACEMENT STAFF**	**STAFF EMPLOYER CONTACTS**	
Job Development	71		
Follow-up	308	TOTAL	401
Public Relations	303		
Program Development	107		
TOTAL	789		

TELEPHONE EMPLOYER CONTACTS	**PLACEMENT STAFF**
Job Development	370
Follow-up	616
Public Relations	469
Program Development	188
TOTAL	1,643

TOTAL EMPLOYER CONTACTS 2,833
JOB ORDERS TAKEN 312
TERVIEWS ESTABLISHED OR REFERRALS MADE 413

PLACEMENTS

Co-op 120
Work Experience 199
*(Child Care 17, Health Oc/Nursing Aide 161)
Summer 3
After School 13
Graduate 52
(Full Time Permanent 45, Full Time Temporary 1, Part Time Permanent 5, Part Time Temporary 1)

TOTAL PLACEMENTS 387

TOTAL STUDENT CONTACTS 7,376
(Phone - 484, In-Office - 1,148, Mail - 597, Auditorium - 5,147)

LAST TEN-YEARS PLACEMENT FIGURES

	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94
Co-op	103	103	89	100	102	117	76	78	97	120
Work Ex.	131	99	112	100	109	122	76	121	119	199
All Other Placements	75	75	71	51	77	75	40	35	59	68
TAL	309	277	272	251	288	314	192	234	275	387

* Not included in Job Orders Taken or Interviews Established

Annual Cooperat[illegible]ucation Report

Program____________________ School____________________ Period from ________________ to ________________

(Mo., Day, Year) (Mo., Day, Year)

Name of Student	Sex	Grade	Type of Training	Name of Training Station	Average Hrs Worked This Month	To Date	Average Pay per Period	Amount Earned This Month	To Date

To ensure educational equity, this document has been reviewed to eliminate bias or stereotyping.

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State of Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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